



Educational Visioning

Franklin Public Schools
Franklin, MA

March 2024



Locker Education + Architecture Planning



Contents + Acknowledgements

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ACKNOWLEDGEMENTS

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Executive Summary

INTRODUCTION

This Educational Vision reflects the work of the Visioning Team, approximately 30 students, teachers, school and district administrators, parents, school committee members, and community members. Created in two days of intense facilitated workshops, it is intended to guide the long-term development of both education and facilities master planning for Franklin Public Schools (FPS).

KEY WORDS

Visioning Team members, working independently, articulated Key Words as expressive of facilities in the long term for BPS. The most commonly cited words are shown here. These words could be the basis of an “elevator speech” that will characterize Visioning concepts in the many public meetings expected in the process to align education with the district’s portrait of a Graduate and master plan district facilities.

EDUCATION

- 21st Century
- Building relationships
- Collaboration, collaborative
- Engaging
- Enriching
- Equitable
- Exploration
- Forward-thinking
- Individualized
- Innovative, innovation
- Problem solving
- Students, student-centered

FACILITIES

- 21st Century
- Collaborative
- Community
- Fewer, newer, larger



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- Flexible
- Functional
- Quite different
- Safe and functional
- Useful

See Chapters 3 + 4 as well as Appendix Ch 5.2 for all Key Words

EDUCATIONAL VISION

Guiding Principles

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Visioning Team after receiving the guidance from the Portrait of a Graduate Application Team, examining educational trends, best and next practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They are intended to serve as a foundation for future educational deliveries and facilities plans. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

Selected *Guiding Principles* are:

OVERARCHING PRINCIPLES

- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one still fairly traditional to one that is more transformed, more “21st century,” and highly aligned with the FPS Portrait of a Graduate (PoG)
- This future-oriented Educational Vision articulates innovative best and next educational practices, some of which are already in operation in some classrooms in the district schools
- Create a common understanding of the PoG and this Educational Vision among administrators, faculty, parents, and students
- Using the PoG as a framework, prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects simultaneous with unheralded

workplace opportunities, infinite access to information, and rapid changes in technology

- Teach the skills of the PoG at the same time as traditional content
- Build stronger relationships among students, families, and communities through school structure and educational programs
- Establish a program of staff Professional Development to support the educational deliveries outlined here
- It is understood that the concepts outlined here will take years, even decades to fully deploy

EDUCATIONAL DELIVERY: INSTRUCTIONAL MODELS

- Increase student engagement by shifting the teaching model to more active, student-centered learning, with opportunities for student voice in their learning. This is particularly important at the secondary level
- Shift from one-subject curriculum delivery to integrated, interdisciplinary curriculum delivery in all grade levels
- Enhance relationship-building through a variety of ways, including:
 - Revamped advisor-advisee programs in the high school and middle school with longer time periods, specific curricula, and greater engagement
 - Teacher teaming

EDUCATIONAL STRUCTURE: ORGANIZATION

- Improve efficiency of school operations, equity for students, and learning relationships among teachers by shifting to larger schools, with a minimum of 3 classrooms per grade in elementary and 4 curriculum area teachers per grade in middle school
- Expand special needs services to provide more in-district, saving costs and providing better services to students and families

EDUCATIONAL STRUCTURE: CURRICULUM

- Shift the elementary educational grade groupings from K-5 to Pre-K-2 followed by 3-5 to:



Ch 2 Executive Summary

- Create larger pools of educators sharing a common student development based focus
- Create continuity from early childhood learning, Pre-K, to elementary school
- Increase operational efficiency and effectiveness of special needs and student services educators by increasing the number of student cohorts

The full Guiding Principles are expressed in full in Ch 3, Educational Vision.

Most Important Concepts

Visioning Team members identified the most important issues for education at FPS:

EDUCATION

- Small group work/student collaboration
- Project-based learning, PBL
- Social/Emotional Learning
- Interdisciplinary learning
- Teacher teaming/synchronous collaboration

Note that these concepts call for a major shift in both educational deliveries and the facilities that support them. Curriculum requirements will remain, but teacher roles and student activities will change.

See Educational Vision Ch 3 and Appendices Ch 5.1 and 5.2 for all Table Team responses.

Learning Modalities

The Visioning Team members identified these as the most effective ways for students to learn:

MODALITIES

- Small group work/student collaboration
- Project-based learning, PBL
- Social/Emotional Learning
- Interdisciplinary learning
- Teacher teaming/synchronous collaboration
- Making things to learn, prototyping, STEM, STEAM
- Direct teaching

The least appropriate modality is:

- Lecture (sustained direct teaching)

Articulating these Modalities is important, not only as a guide to educational deliveries, but as a guide to designing facilities, as learning spaces should be designed to support these most effective/ preferred practices.

Learning Modalities preferences are expressed in full in Appendix Ch 5.1.

School Organization

OVERVIEW

The Educational Visioning Team desires a “rebooting” of Franklin Public Schools to increase operational efficiencies, increase relationship-building, increase student-directed learning, particularly at the secondary level, and opportunities for teachers to learn from and support one another on a daily basis. Additionally, they desire scaling up the ECDC to better act as the preparatory platform for learning that it can be, and that research shows is the most cost-effective learning a public school district can provide.

ORGANIZATION

Pre-Kindergarten

- Pre-Kindergarten is a district diversity, equity, and inclusion (DEI) issue. Plan for future expansion and repositioning of ECDC, the current Pre-Kindergarten program, including:
 - A substantial increase in the number of children served, ideally approaching Universal Pre-K numbers
 - Location of the ECDC in multiple buildings:
 - Aligned with elementary schools and/or
 - In Franklin High School

Elementary School

- “Fewer and newer” elementary schools
- A variety of innovative approaches, including:
 - Teacher teaming in two ways
 - Both multi-grade and grade level classroom groupings





Ch 2 Executive Summary

Middle School

- “Fewer and newer” middle schools
- Synchronous teacher teaming, sharing students in real time

High School

- Interdisciplinary Small Learning Communities (SLCs)
- Thematic interdisciplinary SLCs, including Pathways
- Freshman House

See Appendix Ch 5.2 for the full record.

MASTER PLANNING PRINCIPLES

Through their multiple engagements in two days of working together, the Visioning Team identified these Principles to guide the planning for district schools.

COMMUNITY VALUES

- Provide equity for all schools across the District, with appropriate facilities for instruction and support programs
- Increase PoG goals and student engagement by delivering the required core curriculum in spaces and furniture that allow for collaboration, communication, and deep learning

BASIC UNDERSTANDINGS

- Most classrooms in elementary and middle schools are adequately sized by MSBA standards but support spaces for student services and Special Education are generally ad-hoc and inappropriate
- Forecasted enrollments for the next 10 years indicate a slight drop in district-wide K-12 enrollments through 2028/29, and then a slight rise to 2033/34, but not quite matching current levels
- Plan for future Pre-Kindergarten, ECDC programs aligned with elementary schools and/or in the high school as a place of learning for high school
 - This will make the ECDC:
 - More accessible to parents

- Positioned for growth and/or fluctuations in enrollments
- Aligned with other grade levels

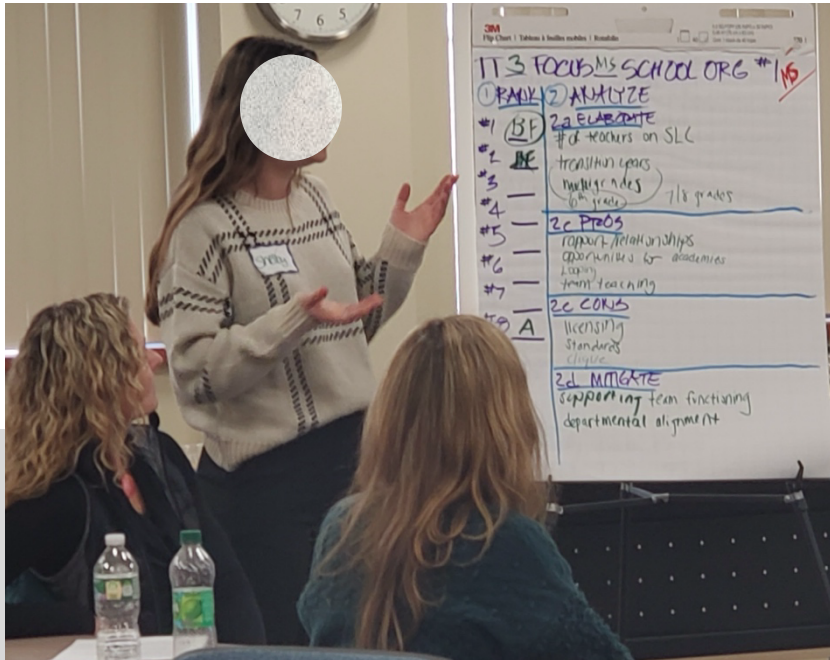
- Finding/designating/building a “swing space/school” as a temporary home for occupants of schools being renovated is less disruptive and often less expensive than renovation while occupied

MASTER PLANNING CONCEPTS

- Shift grade configurations from Pre-K, K-5, 6-8, 9-12 to Pre-K-2, 3-5, 6-8, and 9-12 to:
 - Create child development-based foci at the critical early years
 - Increase the number of elementary and middle school teachers per grade level to increase:
 - Operational efficiency in reaching ideal classroom enrollments as overall district enrollments fluctuate
 - Opportunities for teachers learning from each other, and for team teaching in various forms
 - Make all schools a minimum of three grade to reduce transition disruptions for students and increase knowing of students by their teachers
- Identify Master Plan Options that will:
 - Minimize disruption of students and educators
 - Utilize existing school buildings that are in reasonable physical condition to the greatest extent possible
 - Include new construction in Master Planning only when it offers strategic advantages over reassignments and/or renovation
 - Create larger schools
 - Create “newer and fewer” schools that are operationally efficient, adequate, and appropriate for the educational deliveries they serve, and positioned to serve students, parents, and community members in the most appropriate ways, considering equity, cost, access, and educational services.

See Ch 4, Facilities Concepts for the full record.





Educational Vision

INTRODUCTION

This Educational Vision reflects the work of a Deep Dive Visioning Team, approximately 30 students, teachers, school and district administrators, parents, school committee members, and community members. Created in two days of intense facilitated workshops, it is intended to guide the long-term development of both education and facilities master planning for Franklin Public Schools (BPS).

Much of the work was conducted by Table Teams, small groupings of six participants each. They brainstormed, debated, and attempted to reach consensus on most of the defining issues. Each Table Team had educators, students, and community members evenly distributed to the greatest extent possible.

VISION COMPONENTS

The Educational Vision for FPS is described here through several components:

- **Key Words** identified by the Visioning Team to characterize education in the future at FPS
- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **Most Important Concepts for the Future** identifies the best and next practices most important for future teaching and learning
- **Learning Modalities** identifies the most effective and appropriate ways for teachers to reach students with curriculum delivery
- **School Organization** defines preferred approaches to the overall relationships of people and programs



KEY WORDS

Visioning Team members, working independently, articulated these words as expressive of desired educational deliveries in the long term for FPS.

EDUCATION

- 21st Century
- Bright
- Building relationships
- Collaboration (2 times), Collaborative
- Empowering people
- Engaging
- Enriching
- Equitable
- Ever-changing
- Evolution of town culture
- Experience
- Exploration
- Forward-thinking
- Individualized
- Influential
- Innovative, innovation
- Problem solving
- Students, Student-centered (2 times)

These Key Words could form the basis of an elevator speech describing essential Visioning concepts to be shared with FPS constituents and Franklin residents.

See Appendix Ch 5.2 for the full listing, and Ch 4 Facility Master Plan Concepts for Key Words related to facilities master planning.

GUIDING PRINCIPLES

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Visioning Team after receiving the guidance from the Portrait of a Graduate Application Team,

examining educational trends, best and next practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They are intended to serve as a foundation for future educational deliveries and facilities plans. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

The *Guiding Principles* are:

Overarching Principles

- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one still fairly traditional to one that is more transformed, more “21st century,” and highly aligned with the FPS Portrait of a Graduate (PoG)
- This future-oriented Educational Vision articulates of innovative best and next educational practices, some of which are already in operation in some classrooms in the district schools
- Create a common understanding of the PoG and this Educational Vision among administrators, faculty, parents, and students
- Using the PoG as a framework, prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects simultaneous with unheralded workplace opportunities, infinite access to information, and rapid changes in technology
- Teach the skills of the PoG at the same time as traditional content
- Build stronger relationships among students, families, and communities through school structure and educational programs
- Aspire beyond the Massachusetts Department of Elementary and Secondary Education (DESE) guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose. Create independent, life-long learners
- Establish a program of staff Professional Development to support the educational deliveries outlined here
- It is understood that the concepts outlined here will take years, even decades to fully deploy





Ch 3 Educational Vision

Educational Delivery

Educational Delivery addresses overarching themes required to provide a 21st century high-performing academic experience aligned with the district PoG for all students PreK-12 at Franklin Public Schools.

INSTRUCTIONAL MODELS

- Develop a social/emotional learning (SEL) initiative at all grade levels, including sanctioning educational deliveries that inherently promote SEL
- Increase student engagement by shifting the teaching model to more active, student-centered learning, with opportunities for student voice in their learning. This is particularly important at the secondary level
- Increase reliance on project-based learning in all grades. Do not expect it will replace conventional learning or take limited time away from it, but rather that it be used strategically and regularly in classrooms as a highly effective method of achieving the aspirations of the PoG
- Position students to learn 21st century skills, especially the “four C’s”, collaboration, communication, creativity, and critical thinking, while simultaneously meeting standard curriculum goals
- Recognize innovation skills as important for all students and correlate with the PoG; integrate them into curriculum deliveries
- Shift from one-subject curriculum delivery to integrated, interdisciplinary curriculum delivery in all grade levels
- Create school and community cultures that value flexibility for change
- Pilot innovative deliveries such as making things to learn in academic courses for planned future large-scale implementation
- Group students in small learning teams to differentiate instruction and foster communication, collaboration, and improved social skills, and foster differentiated instruction
- Enhance relationship-building through a variety of ways, including:
 - Revamped advisor-advisee programs in the high school and middle school with longer time periods, specific curricula, and greater engagement
 - Teacher teaming

- See Appendices Ch 5.1 + 5.2 for elaboration. See Ch 3, Facilities Concepts for related facility concepts.

TECHNOLOGY INTEGRATION

While only briefly addressed by the Educational Visioning Team, technology is integral to learning. Students must be provided with the technological skills and knowledge which will enable them to function successfully in a global context. Technology should include:

- Use technology to transform education, not just improve it
- Integrate Virtual Reality to expand students’ experiences, particularly instant “travel” to places far away
- Create places and learning goals for students to learn using new technology, including documentation of oral presentations, and the production of videos, story boards, and apps

Technology must not be viewed as a curriculum add-on, but, rather as an effective tool to be utilized in meaningful instruction that is relevant and rigorous.

Educational Structure

Educational Structure establishes the organizational patterns necessary to group students and teachers in the most effective ways.

ORGANIZATION

- Improve efficiency of school operations, equity for students, and learning relationships among teachers by shifting to larger schools, with a minimum of 3 classrooms per grade in elementary and 4 curriculum area teachers per grade in middle school
- Expand special needs services to provide more in-district, saving costs and providing better services to students and families
- Small learning communities (SLCs) to create better relationships
- Thematic SLCs when appropriate, with the Arts Academy at FHS as a model





Ch 3 Educational Vision

RELATIONSHIPS

- Foster student collaboration to build social and communication skills, and the ability to work with others
- Create opportunities for students to grow socially and emotionally while working with others in classroom assignments

CURRICULUM

- Shift the elementary educational grade groupings from K-5 to Pre-K-2 followed by 3-5 to:
 - Create larger pools of educators sharing a common student development based focus
 - Create continuity from early childhood learning, Pre-K, to elementary school
 - Increase operational efficiency and effectiveness of special needs and student services educators by increasing the number of student cohorts
 - Eliminate the need for itinerant personnel travelling among school buildings
- Build 21st century skills while meeting traditional curriculum goals
- Create regular opportunities for students to improve their oral communication skills
- Integrate the curriculum through a variety of strategies

See Appendices Ch 5.1 + 5.2 for elaboration. See Ch 3, Facilities Concepts for related facility concepts.

MOST IMPORTANT CONCEPTS FOR THE FUTURE

Visioning Team members, working in Table Teams, identified the most important issues for education at FPS.

The results are outlined here, in order of importance based on frequency of citation in various Table Team discussions:

EDUCATION

- Small group work/student collaboration

- Project-based learning, PBL
- Social/Emotional Learning
- Interdisciplinary learning
- Teacher teaming/synchronous collaboration

Note that these concepts, collectively, call for a major shift in both educational deliveries and the facilities that support them. Curriculum requirements and standards will remain, but the nature of teacher roles and student activities will change.

See Appendices Ch 5.1 + 5.2 for elaboration. See Ch 3, Facilities Concepts for related facility concepts.

LEARNING MODALITIES

Visioning Team members each individually considered 24 learning modalities, ranging from traditional lecturing and direct teaching to independent study, and ranked them in order of appropriateness.

MODALITIES

- Small group work/student collaboration
- Project-based learning, PBL
- Social/Emotional Learning
- Interdisciplinary learning
- Teacher teaming/synchronous collaboration
- Making things to learn, prototyping, STEM, STEAM
- Direct teaching
- Internships
- Integrated arts learning (as in the Arts Academy at FHS)

The least appropriate modalities are:

- Computer-based: games, learning programs
- Seminar instruction
- Lecture (sustained direct teaching)

Articulating these Modalities is important, not only as a guide to educational deliveries, but as a guide to designing facilities, as learning





Ch 3 Educational Vision

spaces should be designed to support these most effective/preferred practices.

See Appendix Ch 5.1 for all responses.

- ✓ Teacher teaming, sharing students but not teaching together
- Both multi-grade and grade level classroom groupings
- Thematic multi-grade Small Learning Communities (SLCs)
- Teacher looping

SCHOOL ORGANIZATION

The Table Teams reflected on model school organizations, and determined these to be the most appropriate by grade groupings:

OVERVIEW

The Educational Visioning Team desires a “rebooting” of Franklin Public Schools to increase operational efficiencies, increase relationship-building, increase student-directed learning, particularly at the secondary level, and opportunities for teachers to learn from and support one another on a daily basis. Additionally, they desire scaling up the ECDC to better act as the preparatory platform for learning that it can be, and that research shows is the most cost-effective learning a public school district can provide.

ORGANIZATION

Pre-Kindergarten

- Pre-Kindergarten is a district diversity, equity, and inclusion (DEI) issue. Plan for future expansion and repositioning of ECDC, the current Pre-Kindergarten program, including:
 - A substantial increase in the number of children served, ideally approaching Universal Pre-K numbers
 - Location of the ECDC in multiple buildings:
 - Aligned with elementary schools and/or
 - In Franklin High School

Elementary School

- “Fewer and newer” elementary schools
- A variety of innovative approaches, including:
 - Teacher teaming in two ways:
 - ✓ Synchronous teacher teaming, sharing students in real time

Middle School

- “Fewer and newer” middle schools
- Grade level classroom groupings
- Synchronous teacher teaming, sharing students in real time

High School

- Interdisciplinary Small Learning Communities (SLCs)
- Thematic interdisciplinary SLCs, including Pathways
- Freshman House

See Appendix Ch 5.2 for the full record.





Facilities Concepts

INTRODUCTION

The Visioning Team developed concepts for Franklin Public Schools' future school facilities. The concepts are defined through:

- **Key Words** identified by the Visioning Team to characterize facilities in the future
- **Facility Implications** identifies physical planning concepts that correlate with the Educational Guiding Principles
- **Most Important Concepts for the Future** identifies the desired future of facilities
- **Master Planning Principles** outlines essential concepts developed by the Visioning Team through two days of collaborative workshops

FACILITIES IMPLICATIONS

Chapter 3 Educational Vision outlined the essential Guiding Principles, aligned with outcomes from the Portrait of a graduate Application Workshop, for teaching and learning in the future.

These are correlated by the following implications for future facilities:

- Master Plan future facilities to recognize:
 - Slightly dropping enrollments,
 - Operational and educational advantages of larger enrollments per school
 - Current building condition varies widely across the district, from nearly new to needing substantial physical upgrades to be minimally acceptable
 - Recognize the appropriateness and inappropriateness of aspects of existing facilities (See Educational Adequacy Analysis, Ch 5.2 and Appendix Ch 5.X); endeavor to make plans that increase adequacy
 - Recognize competing public uses for limited public sites
 - Plan future school buildings in a manner that minimizes costs to the taxpayer, including partnering with the Massachusetts School Building Authority whenever appropriate

Ch 4 Facilities Concepts

- Support safety and security in facilities as an integral planning component, not as an “add on” as it has been in the past
- Create building plans that offer security and safety despite constant visitors, many of whom will be active participants in student learning, particularly parents and community members supporting learning through their expertise
- Develop facility planning concepts as platforms for continued change, giving future generations of educators and students the power to easily change the educational model
- Design facilities to be flexible, able to support multiple learning modalities, teaching styles, and program change over time
- When possible develop Small Learning Communities, learning spaces arranged in clusters
- Support STEM, STEAM, and making things to learn through sufficient and appropriate lab spaces
- Select furniture that supports collaboration, different learning modalities, and is substantiated by brain research
- Create Teacher Planning Centers to foster collaboration, interdisciplinary teaching, and greater knowing of students by teachers
- Maintain the Media Center/Learning Commons as a central function, easily assessable by from all learning spaces, and possible with satellites in multiple locations within schools

- Flexible (2 times)
- Functional
- Fund
- Innovative
- Larger development ages
- Magic of 150
- Purpose-driven
- Quite different
- Re-revision
- Safe and functional
- Stabilize
- Teachers
- Think outside
- Useful

See Ch 3 Educational Vision for Key Words related to education and Appendix Ch 5.2 for all facility Key Words.

KEY WORDS

Visioning Team members, working independently, articulated these words as expressive of facilities in the long term for FPS. These words could be the basis of an “elevator speech” that will characterize Visioning concepts in the many public meetings expected in the process to improve district facilities.

FACILITIES

- 21st Century
- Beyond buildings
- Collaborative (2 times)
- Community
- Fewer + newer (3 times)
- Fewer, newer, larger

MOST IMPORTANT CONCEPTS FOR THE FUTURE

Visioning Team members, working in Table Teams, identified the most important issues for facilities at FPS

The results are outlined here, in order of importance based on frequency of citation in various Table Team discussions:

FACILITIES

- Flexible, movable furniture
- Safety + security 21st century schools
- Teacher planning centers
- Differentiated furniture, supporting multiple modalities in the classroom at any one time
- End of isolated teaching
- Innovative grade grouping strategies





MASTER PLANNING PRINCIPLES

Through their multiple engagements in two days of working together, the Visioning Team identified these Principles to guide the planning for district schools.

COMMUNITY VALUES

- Provide equity for all schools across the District, with appropriate facilities for instruction and support programs
 - Inequities are seen in resources, facilities, SEL support staff, space, staffing, hiring, scheduling, flexibility, facilities, ELL, socio-economic status, Spl Ed, staffing, school culture/leadership, and demographics
- Reduce/eliminate facility condition deficiencies as much as possible through Master Planning
- Increase PoG goals and student engagement by delivering the required core curriculum in spaces and furniture that allow for collaboration, communication, and deep learning
- Reduce/eliminate educational space deficiencies within school buildings (provide appropriate space sizes aligned with state standards, etc)

BASIC UNDERSTANDINGS

- Most classrooms in elementary and middle schools are adequately sized by MSBA standards but support spaces for student services and Special Education are generally ad-hoc and inappropriate, and need attention regardless of any master planning for the benefit of students and educators
- Forecasted enrollments for the next 10 years indicate a slight drop in district-wide K-12 enrollments through 2028/29, and then a slight rise to 2033/34, but not quite matching current levels. Specifically:
 - Elementary school buildings will increase slightly year-by-year
 - High school enrollments will steadily drop, with the graduating class of 2034 more than 15% smaller than those of the last five years
- Plan for future Pre-Kindergarten, ECDC programs aligned with elementary schools for greater continuity for students and

parents, and/or in the high school as a place of learning for high school students interested in early childhood education

- This will make the ECDC:
 - More accessible to parents
 - Positioned for growth and/or fluctuations in enrollments
 - Aligned with other grade levels
- Renovating existing operational buildings is more disruptive to the occupants if done while occupied
- Finding/designating/building a “swing space/school” as a temporary home for occupants of schools being renovated is less disruptive and often less expensive than renovation while occupied. The Master Plan sequence is integral to creating that “swing space”

MASTER PLANNING CONCEPTS

- Shift grade configurations from Pre-K, K-5, 6-8, 9-12 to Pre-K-2, 3-5, 6-8, and 9-12 to:
 - Create child development-based foci at the critical early years
 - Increase the number of elementary and middle school teachers per grade level to increase:
 - Operational efficiency in reaching ideal classroom enrollments as overall district enrollments fluctuate
 - Opportunities for teachers learning from each other, and for team teaching in various forms
 - Make all schools a minimum of three grade to reduce transition disruptions for students and increase knowing of students by their teachers
- Identify Master Plan Options that will:
 - Minimize disruption of students and educators
 - Identify “swing spaces”
 - Utilize existing school buildings that are in reasonable physical condition to the greatest extent possible, recognizing fluctuating enrollments projected over time
 - Include new construction in Master Planning only when it offers strategic advantages over reassignments and/or renovation



Ch 4 Facilities Concepts

- Create larger schools. They are unanimously believed by those Table Teams responding to be more advantageous for elementary and middle schools operationally, educationally, and in the community context. Smaller schools are believed to be more advantageous by only one Table Team, or 25% of the room. The negative effects of larger can be mitigated by proper internal planning, such as small learning communities, SLCs.
- Create “newer and fewer” schools that are operationally efficient, adequate, and appropriate for the educational deliveries they serve, and positioned to serve students, parents, and community members in the most appropriate ways, considering equity, cost, access, and educational services.



Notes Workshop 1

AGENDA

The first Visioning Workshop was held on 4th March 2024. Notes of all activities follow:

- Pre-workshop Video
- Snapshot of our Schools
- From Racetrack to Landscape
- FPS PoG Essential Practices
- Lunch Theater: PBL: Raising Student Achievement for all Learners
- 21st Century Schools, Part 1, Education
- 21st century Schools, Part 2, Facilities
- Learning Modalities

PRE-WORKSHOP VIDEO

Workshop participants had watched several videos before coming together, in the spirit of blended learning. The video was Blooming Culture, the Story of a Canoe and the Confluence of Cultures.

Visioning Team thoughts included:

- Blooming culture
 - Project based
 - Integrated with native culture
 - Student reflections
 - How helps learning?
- Amazing outdoor learning
 - Was westward exp. Good
- Wonderful learn experience
- Like FHS open curriculum
- Surprised by intersection of serious content and contentions vs canoe making
- Christopher Columbus good guy – not so
 - we teach this in our 4th grade. Christopher Columbus was not such a good guy
- How much canoe? How much reading and discussion?
- What will kids remember in 10 years?



- Appreciate outdoor aspect

SNAPSHOT OF OUR SCHOOLS

Superintendent Lucas Giguere and Assistant Superintendent Tina Rogers shared a PowerPoint on FPS schools, focusing on demographics, school operations, learning results, and challenges. See Appendix Ch 5.X for their presentation.

FROM RACETRACK TO LANDSCAPE

Jennifer D Klein, educational consultant from Denver, CO and presenter at the recent NEASC conference in Boston presented virtually on reframing education from teacher-centric to student centered. Among the concepts she shared were:

- We often say we want Rigor in our educational experiences. Look that word up in the dictionary. Better to want Vigor
- Failure is a big part of learning, but traditional education makes failure taboo. Educators need to allow their students to safely fail, regroup, and continue
- An embedded video about Jillian, a toddler learning to take risks, became a metaphor for positive student-centered learning. Questions/comments included:
 - What did mom do?
 - What skills were developed?
 - What are challenges of teaching like this?
 - Parents should not be helicopter parents
 - Teachers should not be the educational equivalent, lawnmower teachers

The Visioning Team discussed these and more concepts with Jennifer.

Their thoughts were:

- Student protagonism
 - Each child is the Jason Borque character in in their own movie as opposed to being an extra in their teacher's movie
- Landscape model

- We create the conditions for growth
- Myths
 - Myth of empty vessel
 - Myth of well-rounded student
 - Myth of standardization
- Rigor vs vigor
- PoG exemplars
 - 2nd grade Orchard designers
 - Plans, lyrics, songs
 - 4th - How to protect animals waiting for adoption
 - Middle school – how might we determine and work to guarantee a dignified wage in our community and beyond?
 - HS – what might we create could improve the lives of people living on the streets in our region
- Re: project examples
- What skills and dispositions from our PoG might they foster in students?

Kenn Elmore took a moment to characterize headwinds and opportunities related to the topics discussed so far:

HEADWINDS

- Funding
- K students coming in without PK background
- Could the standards themselves be the problem?
- Affordability of college
- Focus on college as THE solution

OPPORTUNITIES

- Creating opportunities in first responder jobs
 - EMT, Fire, Police

FPS PoG ESSENTIAL PRACTICES

Fran Locker shared outcomes from the Portrait of a Graduate Application Workshop. Comments from the Visioning Team were:

- HS Advisors more appropriate
 - MS less so



- New to HS (2 years)
 - Room for improvement
- Info to be shared with entire school at once
- Cross section of the school
- Provides opportunity to mingle and socialize with larger group
- Time shouldn't be a barrier to educational ideas and dives
- How can it be used in a more meaningful way for everyone?
- Refreshing to see student responsibility
- Some student reflection is happening
- Students advocating for themselves
- Parents must let students advocate (not be lawnmower parents)
- Students need to "brush teeth nightly" to add to RTS – dentist metaphor
- How to hone and translate skills/organizational strategies to students in their weak areas
- Executive functioning time (at Remington previously)
- MS has student-led advisories
- Think about behavior as part of PoG
- Test scores – pressure
 - Local/state/national
- Kids checking grades is reflective of culture
- Can we track SEL and others instead of grades
- Key to the golden city: Interdisciplinary approach!
- District curriculum pushing away from interdisciplinary
- Keys to literacy (science teacher) allows teachers to learn about working on other subjects
- Classroom: include safe and inclusive
 - Supportive community
- Build up the culture first
- School should try things and share
- Portrait of a caretaker?
 - Not everyone has \$ and/or parent

PBL: RAISING STUDENT ACHIEVEMENT FOR ALL LEARNERS

Participants experienced this video as Lunch Theater, and then discussed how it related to us at FPS. Their comments included:

- Qualitative aspects
 - Kids of color can and will
- Wow – public presentation
 - 2nd grade
- Students were taken seriously
- Town government involved in education of students
 - Civics engagement
 - Impact on town
- PBL – put guard rails in
 - But some time need to break them
- A compass is needed, not guardrails
- These teachers were masters level
 - At FPS we would need teacher training
- The PoG leads to PBL with:
 - Teacher training
 - Administrative support
 - Time to work with other teachers
- Assessment: this project had tons of standards
- This was authentic
- Experts in town needed
 - Get other fields involved – fire, police
- Alignment with PoG? This video exhibited PoG elements 1, 2, 3, 4, 5
 - High amount of #2
 - Lots of 3 and 4
 - 1a bit less
 - Lot of 5
 - Different experiences for each kid. If all #'s were engaged at once, would be more time efficient
- Tough to give multiple assessments
 - Could PoG be the report card?



21st CENTURY SCHOOLS PRESENTATION

Fran Locker presented on the changing values, goals, and deliveries that characterize the most progressive thinking about schools in the United States, and worldwide, today. Key points included:

- 20th vs 21st century schools:
 - The 20th century was a century of creating efficient schools; the 21st century has been a century of looking for effectiveness in schools
 - 20th century was the century of the teacher; 21st century is the century of the learner
 - The teacher used to hold all the information; now the teacher is the guide
- Research in learning informs us of many effective educational practices
 - Some are gaining popularity
 - Others are not yet in general practice
- Learning is more effective when students apply their learning immediately
- 21st Century Skills Framework offers a clear concept of skills students need for success in our rapidly changing global economy. It establishes:
 - Core, subject-based learning is not sufficient any more
 - Learning relevant 21st century survival skills is just as important, perhaps more important. These include:
 - ✓ Learning and innovation skills
 - ✓ Life and career skills
 - ✓ Information, media, and technology skills
- Learning should be interdisciplinary, bridging the gaps between subject areas, and looking more like the real world
- Learning should be infused with 21st century themes
- Learning is a social activity. Students learn better when they are in strong relationships with teachers and peers
- Teachers' work is supported through strong relationships with other professionals
- Schools are looking for more community connections to improve student learning
- Flexible furniture is needed to bring the student the support to learn in a variety of modalities

Individual Responses

Visioning Team members scored the importance of the different issues outlined while Fran was presenting. Here is a compilation of their scores. Individual comments follow.



21st Century Schools PART 1 Responses to issues as presented	Very Important	Important	Don't Know	Maybe	Not Important		Scary to Me
1 History Work + School	3	15	1	7			3
2 Student Engagement	16	7	1	1			5
3 The Future	13	6		4			7
4 20 th vs 21 st Century Learning	13	18		2	1		1
5 Measures of Success	2	18	4	2			1
6 Creating Innovators	9	13	1	1	1		2
7 Learning Pyramid	10	7	1	4	1		1
8 Series: School Organization Can Improve Learning							
8a Thematic Learning	7	8	3	4	2		1
8b Teacher Teaming	11	8		5			1
9 Series: Building Relationships							
9a Magic of 150	3	6	6	10	1		1
9b Multi-Age	1	10	3	8	4		4
9c Teacher Looping	3	7	3	9	4		2
9d Core Teacher Teaming	7	7	2	8			1
10 Social/ Emotional Learning	18	5	1	2			1
11 Pre-School Programs	15	8		2			
12 Series: Interdisciplinary							
12a STEM/STEAM	9	9	2	5	1		1
12b Core Learning	6	10	2	7	1		2
12c Arts + Academics	4	10	2	8			1
13 21 st Century Skills	19	6	1	1			
14 Project Based Learning: Africa, Café	10	11	2	3	1		1
15 Design Thinking, Making Things to Learn	6	12	2	3			2

21st Century Schools PART 2 Responses to issues as presented	Very Important	Important	Don't Know	Maybe	Not Important		Scary to Me
1 21 st Century School Planning	5	15	1	3	1		1
2 Small Learning Communities	3	14	6	1	1		1
3 Extended Learning Areas	4	12	3	5	1		
4 Safety + Security 21 st Century Schools	22	3		1			3
5 Series: School Organization Can Improve Learning							
5a Facts of Life	4	13	2	4			
5b Grade Grouping Strategies	7	8	6	5	1		1
5c Teacher Autonomy	6	6	6	5	0		3
6 Teacher Planning Centers	9	13	2	1	1		
7 Series: Flexible, Varied, Brain-Based Furniture							
7a Movement Stimulates the Brain	27	17	1				
7b Stand Up Desks	9	8	3	3			
7c Differentiated Furniture	10	9	3	3			
8 End of the Library as We Know it Today	7	10	1	8	2		
9 End of the Cafeteria as We Know it Today	3	9	3	6	3		
10 End of Isolated Teaching	9	8	3	7			1
11 Series: End of the Classroom as We Know it Today							
11a Wooranna Park Primary School		7	10	5	1		1
11b Milan HS Center Innovative Studies	1	13	7	2	1		1

21st Century Schools PART 1 RANKING OF RESPONSES	Very Important	Important	Don't Know	Maybe	Not Important	RANK	% TOTAL	Scary to Me
4 20 th vs 21 st Century Learning	13	18		2	1	1	6.9%	1
13 21 st Century Skills	19	6	1	1		2	6.1%	
10 Social/ Emotional Learning	18	5	1	2		3	5.7%	1
2 Student Engagement	16	7	1	1		4	5.5%	5
11 Pre-School Programs	15	8		2		5	5.4%	
14 Project Based Learning: Africa, Café	10	11	2	3	1	6	5.2%	1
6 Creating Innovators	9	13	1	1	1	7	5.0%	2
5 Measures of Success	2	18	4	2		8	4.8%	1
12a STEM/STEAM	9	9	2	5	1	8	4.8%	1
3 The Future	13	6		4		10	4.7%	7
8b Teacher Teaming	11	8		5		10	4.7%	1
1 History Work + School	3	15	1	7		12	4.5%	3
12b Core Learning	6	10	2	7	1	13	4.4%	2
7 Learning Pyramid	10	7	1	4	1	14	4.4%	1
15 Design Thinking, Making Things to Learn	6	12	2	3		14	4.4%	2
8a Thematic Learning	7	8	3	4	2	16	4.2%	1
9d Core Teacher Teaming	7	7	2	8		17	4.1%	1
12c Arts + Academics	4	10	2	8		18	4.0%	1
9a Magic of 150	3	6	6	10	1	19	3.8%	1
9b Multi-Age	1	10	3	8	4	20	3.6%	4
9c Teacher Looping	3	7	3	9	4	20	3.6%	2

21st Century Schools PART 2 RANKING OF RESPONSES	Very Important	Important	Don't Know	Maybe	Not Important	RANK	% TOTAL	Scary to Me
7 Furniture 7a Movement Stimulates the Brain	27	17	1			1	12.9%	
4 Safety + Security 21 st Century Schools	22	3		1		2	7.8%	3
6 Teacher Planning Centers	9	13	2	1	1	3	6.7%	
7 Furniture 7c Differentiated Furniture	10	9	3	3		4	6.3%	
10 End of Isolated Teaching	9	8	3	7		4	6.3%	1
5 School Organization 5b Grade Grouping Strategies	7	8	6	5	1	6	6.0%	1
8 End of the Library as We Know it Today	7	10	1	8	2	6	6.0%	
1 21 st Century School Planning	5	15	1	3	1	6	6.0%	1
7 Furniture 7b Stand Up Desks	9	8	3	3		9	5.8%	
2 Small Learning Communities	3	14	6	1	1	9	5.8%	1
3 Extended Learning Areas	4	12	3	5	1	11	5.5%	
5 School Organization 5a Facts of Life	4	13	2	4		11	5.4%	
11 End Classroom 11b Milan HS Center Innovative Studies	1	13	7	2	1	13	5.2%	1
5c Teacher Autonomy	6	6	6	5		14	5.2%	3
9 End of the Cafeteria as We Know it Today	3	9	3	6	3	15	4.7%	
11 End Classroom 11a Wooranna Park Primary School		7	10	5	1	16	4.3%	1



Individual Comments

Comments from individual Visioning Team members in response to the presentation issues are as follows:

Part 1

ISSUE

1 History Work + School

- Bob Dylan was right – Times They Are A-Changin’
- Set up of classroom is vital
- Connect diverse experiences with space/time
- Learn from research
- Collaborative work should = collaborative school
- Shows lack of evolution of schools
- Unchanged/(relatively)
- Improvement through the years
- Not sure what the correlation is between cool corporate furniture and better education
- More important + to look at present and future
- Common growing – the why behind innovation
- How do we prepare students? Little knowledge ourselves
- Know better/do better
- Classroom learning – if it ain’t broke, don’t fix it
- Awareness of how jobs have changed – but not schools
- What is taught matters. Children need help focusing
- Has not changed much – looked back 100 yrs
- What is our goal?

2 Student Engagement

- So much pressure to conform
- Want students engaged in learning
- If not engaging, why do it?
- How student learn
- Encourage all to inspire learning
- Shows the necessity
- We have to look at what we offer
- As students get older, participation declines
- Disregards all the many social factors
- Kids need connection and engagement
- What is learning without ownership?

- Investment in learning
- More engaged = more learning
- Ah ha moment
- As kids age and develop, the learning should change
- My peers are often silent

3 The Future

- We need more Unions
- What kind of society will we accept?
- School is supposed to prepare future. What will it look like?
- Prefer to support students to being best in the present
- The purpose of education
- Not working in early years. Hard to figure out what to do
- It’s a reality-check! It’s coming! It’s here!
- So long as we still think school is about work
- Vs future to help in the future
- Relevance? Suggesting VocTech?
- Prepared to thrive
- The why
- We don’t know what we don’t know
- Distribute evenly
- What skills will students need
- How do we keep up?
- Skills → training for one job – use resources
- Make us think of how to prepare students for future
- Skills focus
- Rapid shifts, teams, policies

4 20th vs 21st Century Learning

- We need to look at where we are now and where we want to go
- Practices that support engagement
- What does the research show?
- The gist of what we are working towards
- Deeper learning → Specials added
- “Balance playing field” - ?
- Real application projects
- The how
- Know better – do better (passive→active)
- Hands-on will help kids be more engaged
- Teacher is the guide





5 Measures of Success

- Adios, grades
- Know individual and then we build school around that
- Are we on track? How can we do it collectively?
- Need to determine what is an appropriate measure
- Incomplete/simplistic
- Good grades, communication
- Need both quantitative and qualitative
- Feedback + reflecting is key to growing
- How do you know if what you do is working?
- Coaching parents – setting limits
- Kids need to be driven and reflective
- Ah ha!
- Different grades
- Is this real?...

6 Creating Innovators

- Ownership of ideas + curiosity
- Thinkers
- Skills learned should apply beyond school
- Be curious. Speak up
- Our system is not innovative
- Taking action to do better
- Confused: “What does what know? 9
- Important but its okay to enjoy doing the work
- How do we get everyone on board with that?
- Touches on various learners/thinkers
- Innovators help but aren’t everything
- (Overvalued Internet) Do > Know
- Learning and inspiring
- Of course, the curriculum is important

7 Learning Pyramid

- Need shift in curriculum development
- We should incorporate these
- Awareness of this for educators
- Multilingual learners. Less lecture!
- Active learning = higher engagement
- Key foundational information
- N/A

- Operational with reality
- The “hows” – active engagement
- Kids all learn differently
- Engaged students learn
- How to teach others if you haven’t learned yet
- Student-based

8 SERIES: SCHOOL ORGANIZATION CAN IMPROVE LEARNING

8a Thematic Learning

- Would love to put the charters out of business!
- Keeps engaged in operating different ways of learning
- Don’t know if this is different from engagement
- Especially when students can choose
- Integrating the arts is key! Themes rule in elementary
- Other ways for students to shine
- Different learning methods
- Progressive for progressiveness’s own good
- Motivates kids
- Various ways to improve learning. This is one example but don’t know if it’s the answer
- Inequity class size
- Increase engagement
- Engagement-collaboration-relationships
- Has led to silos – kids cut off from kids
- Very powerful system – put to work
- This ask is very progressive

8b Teacher Teaming

- Our middle school will
- Sounds good but how would it work with every student having so many teachers?
- Remove student silos
- Can identify and support student needs better. Can do more cross curricular
- Agreed. World knowledge and kids know them
- I love departmentalizing + collaborating in 4th grade for 60 students!
- Connection/communication



Ch 5.1 Notes Educational Visioning Workshop 1

- This is a significant change with immense amounts of structural implications
- Difficult for master schedule
- Teachers work off each other's talents
- Not sure how feasible this is at the HS level with so many different paths
- May help students but students need independence
- 21st century re relationships – collaboration
- Eliminates teacher choice
- Combining styles and learning
- Do we have the name of that school?

9 Series: Building Relationships

9a Magic of 150

- Kids will find it hard to hide
- Important integrating MS&HS
- Definitely important to diverse student relationships
- Interesting
- Smaller class size ratios
- Confused by concepts
- Healthier relationships will create better students
- Relationships > safety > risk taking
- Can help with planning

9b Multi-Age

- Recognize various strengths
- Having different teachers is good but one teacher for all years is interesting
- Like the idea. Grade feels arbitrary
- Developmental differences
- Mentors→old-young
- Multigenerational communities are so important
- Forming connections
- Is this practical in a public district?
- Would need to ask a lot more questions
- Children learning from children
- Help teaching is learned in classes
- Challenges to teaching different age groups
- Assumed internship = HS level
- Could affect jobs, level-up planning

- Montessori School?

9c Teacher Looping

- Licensure great issues
- Great with some cohorts – not every year
- Looping with teachers hard but don't think that's an issue
- I loved it when I looped but I am sure there are kids who did not
- Challenging if negative relationship
- This works!! Have done this before
- Not sure about logistics
- Having a bond all years
- Deteriorates when teachers leave
- Knows kids better
- Would need to ask a lot more questions
- Teacher conflict
- Need new teachers: beef forms
- Especially ES
- Serving? I love 2

9d Core Teacher Teaming

- Have done this. Kids love it
- This is really important. Kids learning by example
- Good idea
- We did this for 4 years in 4-5 grades at Paramenter
- N/A
- I wonder what's practical for teachers
- Self-directed development
- Good modeling
- Two-teacher perspective helps
- Eliminates student choice
- Interesting ? What is impact on relationships→
- Seems very innovative
- Collaboration = observing

10 Social/ Emotional Learning

- Don't understand guidance
- Lots of trauma
- Mental health impacts many students
- Necessary and must be integrated
- Can come together on other issues also if they are collaborative

Ch 5.1 Notes Educational Visioning Workshop 1

- The base of everything else
- Mental health is important
- Creates unrealistic expectations for kids
- Due to our current culture beyond school
- Critical
- Can't get to academics if basic needs not met
- Most important!! We need people who can manage their emotions
- Confidence and comfortability is everything to be successful
- Help with mental health, especially post Covid
- Available to learn (follows relationship, safety, risk taking)
- Very needed for life
- Emotional intelligence

11 Pre-School Programs

- Congress needs to ask the Pentagon to feed schools
- Kids learn so much when they're young and impressionable
- Force for equity
- Universal preschool!!!!
- Universal preschool in Vermont – it's doable
- Life is easier
- Disagree with that preschool because D.E.I.
- All kids closer to starting line
- Not available to all
- Starting kids young helps them
- Early understanding

12 SERIES: INTERDISCIPLINARY

12a STEM/STEAM

- Explain why arts connect
- Teaches collaboration/innovation
- Of course!
- N/A
- Need to be more STEM competitive as a nation
- More realistic
- Taxes planning ???
- Not everyone is interested in that
- Prepares for future workforce
- PBL – multidisciplinary – engagement

- Future of development/world

12b Core Learning

- Totally makes sense
- Having choice in relationship is really interesting
- Great idea. How to take this to scale?
- N/A
- Comes at expense of high/serious learners and to set expectation that you need to “like” every teacher is setting kids up for failure in the real world
- World applications
- Larger community conversation
- Have to take care of human/self needs first
- Advocating for yourself can be scary
- Strength-based teaching/learning
- Seems efficient and fun/innovative
-

12c Arts + Academics

- Keeps higher o/u kids engaged
- Important for people who learn like that What about those who excel in writing
- Sequential thinking and highlight assets
- Kids need to shine in their own way
- Let kids who have different aspects rise
- Interesting
- More PBL
- Promoting creativity/multiple intelligences
- Connecting areas – reaches more students
- Grasping knowledge > writing essays
- Should be everywhere – like FAA program
- \$\$

13 21st Century Skills

- Real world
- Want students to obtain these
- Needed for all communities
- Foundation of all learning
- Critical thinking
- These come at expense of basics?
- Aligned to PoG



Ch 5.1 Notes Educational Visioning Workshop 1

- Best way to learn and get the most out of school
- Essential skills
- Very early

14 Project Based Learning: Africa, Café Parisien

- Application
- Slide shows are great ways for them to present
- Provides more opportunities
- Experiential learning→tangible – used to do this with history projects
- Engagement, creativity + real-life application
- Sounds like modern UN/creative cool!
- Like idea. Lots of questions
- Engagement, collaboration, independence
- Lower levels? High school – Is this what's exposed in college?
- SPED? ELS?
- Projects are best way to learn
- PoG – engagement – essential skills
- Pretty cool, hands-on and, history
- Does your country have a sustainable economy

15 Design Thinking, Making Things to Learn

- Good degree choice
- Don't like the new aspect of Paris restaurant
- Depends on the student – hands-on learning is important for comprehension though
- Love it. Have to find a way. What would it push our but what it would enhance is awesome
- Brown
- River revolution
- This is where multiple pathways is critical, with no shame or judgement
- Easy for others to end
- Very resource intensive
- Give kids the opportunity to show creativity
- Provides a more rich learning experience
- Need for campus
- Hands-on development
- Making things to learn

Part 2 ISSUE

1 21st Century School Planning

- Need to change space to meet expectations
- Atmosphere influences school experience
- We are not building new schools
- Sure, if resources allow (2044?)
- More connection/community
- A good teacher and community can thrive anywhere
- Prepare for future
- Depending on education level
- To see how disconnected curriculum is to space
- How to change existing infrastructure

2 Small Learning Communities

- Looks small and how would this translate to HS?
- Better for students
- Sure, if resources allow (2024?)
- Complex universe
- Connection and specific attention is important
- To learn and gain knowledge
- Make learning effective
- Essential possibilities
- Hard in large populations

3 Extended Learning Areas

- Flexibility
- Promotes collaboration and opportunities
- Better for students
- Nice to collaborate if you can. “No” if it comes at the expense of paying for “good” teachers and other extra-curricular activities
- Kinda nice
- Can help students be comfortable but not necessary
- Space for PBL+ collaboration
- These can be created by any motivated teacher (outside) though dedicated is good
- Safe-space for students
- Student owning learning, preparing for college study groups





- PBL
- Student-controlled space

4 Safety + Security in 21st Century Schools

- Safety is very important
- Better for students
- Paramount in design process
- Age > safety and freedom in most cases
- Most important thing at a school
- Safety doors
- Current practices strong
- Many school shootings – need protection
- A hook to get money and enhance safety – a two-fer!
- Disjointed in presentation

5 SERIES: SCHOOL ORGANIZATION CAN IMPROVE LEARNING

5a Facts of Life

- Believe Big schools ↑ equity
- Having big school costs less and provides students with opportunities
- Foundation of student environment
- Little things add up and determine happiness
- Need to bond with all
- #2

5b Grade Grouping Strategies

- Must be grounded for a reason
- Think grade grouping is fine as it is
- This might truly open up the possibilities
- Feel strongly that grades 7-8 be together
- Could impact community but not the end all, be all
- This is a pitch for a larger building, yet you preached 150 or less kids to best know them
- Like different opinion
- Enrollment size?
- Economical and logical
- Always wondered if age-group schools could work here – full district PK-2,3-5, etc
- Continuity

5c Teacher Autonomy

- Removes barriers for teachers' shared values
- Important for organizing but what about the kids who rely on a schedule?
- Yes! Yes! Yes. This would save the teaching profession
- Needs strong consideration of traffic
- Teaching MS/HM is crucial – job
- N/A?
- Enhance relationships
- Opportunities are boundless

6 Teacher Planning Centers

- Collaboration with teacher innovation
- Gives opportunity for them to collaborate
- Valuable environment helps prep for students
- Teachers need to be on the same page
- We have a new FHS then (love)
- We must nurture our teachers to retain talent
- Team mate
- Love collaborative ideas

7 SERIES: FLEXIBLE, VARIED BRAIN BASED FURNITURE

7a Movement Stimulates the Brain

- Important for keeping students engaged
- This is critical at the elementary level
- As long as it doesn't detract from staff, curriculum, basics, etc
- Got to see movement brains
- Students need to move
- Especially for younger ages
- Keep kids moving

7b Stand Up Desks

- Important for keeping students engaged – bring back to HS
- Gives kids choice and movement
- As long as it doesn't detract from staff, curriculum, basics, etc
- I am not sure
- Students need to move
- As one option





7c Differentiated Furniture

- Need variety
- Helps students collaborate
- Gives kids choice and movement
- As long as it doesn't detract from staff, curriculum, basics, etc
- Seems a little too much
- Students need to move
- Cost prohibitive. We had bean bags/work stations. They don't last

8 End of the Library as We Know It Today

- Love this and how it leads to break-out space
- Libraries are vital
- Integrated
- Sure, if can afford budget
- Not very effective
- Our library is vital because it has become a cafeteria
- Can we librarians?

9 End of the Cafeteria as We Know It Today

- Like it is open
- Provides social outlet
- I love this – multi-purpose use!
- Big fan if can afford
- Café is a social hub. We are it!
- Not very effective
- Attleboro HS just built this. Wonderful!
- “Central gathering spot”
- Lunch still fun

10 End of Isolated Teaching

- Collaboration and innovation
- Provides variety and allows teachers to support each other
- Yes, awesome step towards multi-disciplinary work
- Questions about safety/security
- Could get pretty chaotic
- Community is needed between teachers
- Interesting
- Not sure how this would work at the HS
- All teachers share all kids!

- What would staff think?
- Collaborative unit, college/workforce prep

11 SERIES: END OF THE CLASSROOM AS WE KNOW IT TODAY

11a Wooranna Park Primary School

- Allows teachers to collaborate
- This does require such a different teacher practice
- OK, if can within budget
- Super
- My HS perspective – not very often
- Better than traditional
- Project-based learning
- Teachers navigating effectively
- Variety is key!

11b Milan HS Center for Innovative Studies

- Important to have flexibility
- Kids can choose to go to a place that best fits their need
- OK, if can within budget
- Add a fresh space for community/work space
- Provides multiple options for leaning + collaboration. Student engagement + motivation, thought provoking
- The branding was just as important as the different spaces
- More advanced setting for students
- Nice but realistic for us?
- Teachers navigating effectively

Additional notes

- Some students need structure and limited movement. As long as kids still have access
- How do we create a space that students want to come to? Both physically and what they want to study...





LEARNING MODALITIES

This was the challenge:

Identify your focus: elementary __ middle __ high __ all grades __

Here is a list of learning modalities. Which are most appropriate for **core learning**? Which ones should we be using most at our future schools? Which ones the least?

Personal reflection:

- Personally rank them in order of appropriateness for learning
- Focus on the **4 most and the 2 least appropriate** (and extensive application)
- Place (4) Xs in the “Most” column, and (2) Xs in the “Least” column

Group consensus discussion:

- Then debate with your Table Team members. Persuade them if you can

Then ready your submission:

- No need to pay attention to your table mates
- But change your ranking if you want with cross-outs

Then share your choices in a guided all group discussion.

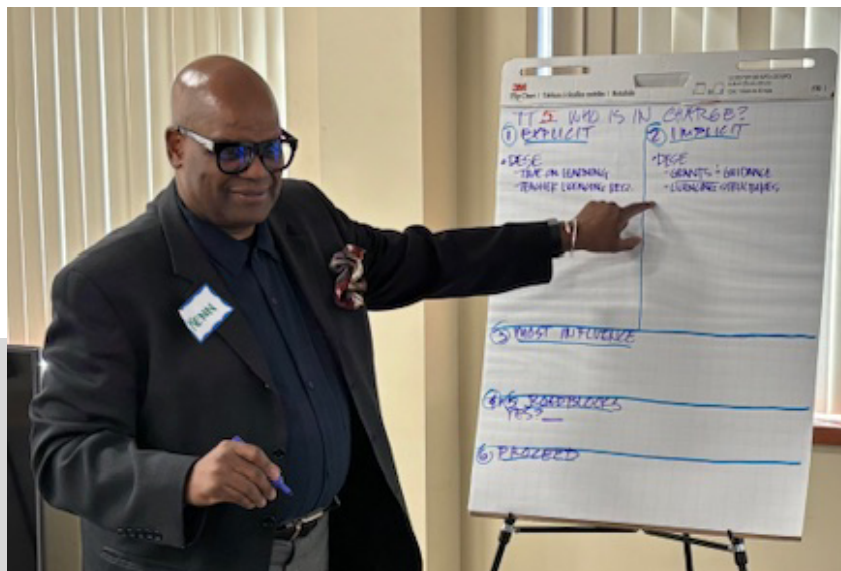
4 Most 2 Least

A. Direct teaching	_____	_____
B. Lecture (sustained direct teaching)	_____	_____
C. Book Work	_____	_____
D. Seminar instruction	_____	_____
E. Social/emotional learning	_____	_____
F. Project-based learning PBL	_____	_____
G. STEM, STEAM, making things, prototyping	_____	_____
H. Interdisciplinary learning	_____	_____
I. Thematic/integrated learning	_____	_____
J. Integrated arts learning	_____	_____
K. Teacher team/synchronous collaboration	_____	_____
L. Independent study	_____	_____
M. Small group work/student collaboration	_____	_____
N. Peer tutoring/teaching	_____	_____
O. Internships	_____	_____
P. Service learning	_____	_____
Q. Student presentations	_____	_____
R. Blended learning/flipped classroom	_____	_____
S. Computer-based: games, learning programs	_____	_____
T. Virtual learning in lieu of classroom seat time	_____	_____
U. Skype/Zoom/GoogleMeets conversations learning around the world	_____	_____
V. Technology with any mobile device	_____	_____
W. Technology with desktop devices	_____	_____
X. Other	_____	_____



Learning Modalities Responses	AS PRESENTED	Most	Least	
A. Direct teaching		6	2	
B. Lecture (sustained direct teaching)		1	18	
C. Seminar instruction		1		
D. Teacher team/synchronous collaboration		9		
E. Independent study			5	
F. Small group work/student collaboration		17		
G. Peer tutoring/teaching		3		
H. Internships		3		
I. Service learning		3		
J. Project-based learning PBL		14		
K. Making things, prototyping, STEM, STEAM		8		
L. Interdisciplinary learning		10		
M. Thematic/integrated learning		2		
N. Integrated arts learning		3		
O. Social/emotional learning		11		
P. Student presentations		5		
Q. Computer-based: games, learning programs		1		
R. Blended learning/flipped classroom		2		
S. Virtual learning			12	
T. Skype/Zoom/Google Meets conversations learning around the world			2	
U. Technology with any mobile device			3	
V. Technology with desktop devices			8	
W. Other Cultivating responsible learning				
W. Other Vulcan Mind Meld				
W. Other				

Learning Modalities Responses	RANKED BY MOST APPROPRIATE	Most	Least	RANK
F. Small group work/student collaboration		17		1
J. Project-based learning PBL		14		2
O. Social/emotional learning		11		3
L. Interdisciplinary learning		10		4
D. Teacher team/synchronous collaboration		9		5
K. Making things, prototyping, STEM, STEAM		8		6
A. Direct teaching		6	2	7
P. Student presentations		5		8
G. Peer tutoring/teaching		3		9
H. Internships		3		9
I. Service learning		3		9
N. Integrated arts learning		3		9
M. Thematic/integrated learning		2		13
R. Blended learning/flipped classroom		2		13
B. Lecture (sustained direct teaching)		1	18	15
C. Seminar instruction		1		15
Q. Computer-based: games, learning programs		1		15
W. Other Cultivating responsible learning				
W. Other Vulcan Mind Meld				
E. Independent study			5	
S. Virtual learning			12	
T. Skype/Zoom/Google Meets conversations learning around the world			2	
U. Technology with any mobile device			3	
V. Technology with desktop devices			8	
W. Other				



Notes Workshop 2

AGENDA

The second Visioning Workshop was held on 11th March 2024. Notes of all activities follow:

- Pre-workshop Video
- Homework Reviewed: School in 2044
- What You Said in Day 1
- What to Teach? How to Teach? (Or...Who is in Charge Here?)
- Video 1: Trailer on Ted Lasso
High Tech High Grad School of Education
- Video 2: Transformation: Renovation at Shelburne Community
- Facility Educational Adequacy/Appropriateness Assessments
- School Organization Part 1: Internal
- School Organization Part 2: Overall
- Key Words
- Next Steps

SCHOOL IN 2044

Visioning Team participants had looked into the long-term future as homework. This was the challenge:

DEFINE SCHOOL IN 20 YEARS

Answer as many of these questions as needed to create your concept of future school.

1. What will students at our school be doing in 20 years?
 - a. What is “a day in the life of a student?”
 - b. If they can learn content through the internet, why come to school?
2. What will faculty/staff at our school be doing in 20 years?
 - a. What is “a day in the life of a teacher?”
 - b. What is the teacher role?
3. Community?



Ch 5.2 Notes Educational Visioning Workshop 2

- a. How will the community be involved in our school? How will community use our school?
 - b. How will our school be involved in the community? Will learning happen there? How?
4. Facilities: What does this imply for facilities?

Visioning Team members shared their thoughts about school in 20 years in a whole group discussion.

2041 Group Discussion

- If they can learn everything from the internet, why come to school?
 - Relationships
 - Creating
 - ✓ Hands-on

Here is a record of their individual thoughts:

STUDENTS

- 1a, What is a Day in the Life of a Student?
 - Wake up late
 - Collaborative/inquiry learning
 - Exploration
 - Flexible schedule
 - More social time at all levels
 - Focus on play
 - Extra-curricular
 - AI interactive
 - Real world
 - Less homework
- VR Field trips
- Outside time
 - Mind/body/spirit
 - Buildings less important
- 1b, Why Come to School?
 - Social relationships
 - Community
 - POG
 - Making sense of facts
 - Critical thinking
 - Hours for teachers change too

- Reimagine idea of educators
- Social, relationships
- DO something

TEACHERS

- 2a, A Day in the Life of a Teacher
 - Facilitators (twice)
 - Help bridge where kids are going
 - Applying skills/connecting to community
 - Curators
 - Active in day-to-day planning and how facilities used
 - Engagement and feedback
 - Resource managers
 - Less rigidity
 - Think about the rigidity and move towards “remote” type of ideas
 - Grace from the community is needed
 - Paradigm shift is needed
 - Need
 - Time on learning changes
 - Contract changes
 - Calendar flexibility
 - Less focus on content means more bandwidth for focus on students and community connection
 - Pathways to create interest of students to lay the groundwork
 - Student
 - Exploration
 - Social time
 - School as wellness
 - Bridge
 - PoG
- 2b, Teacher Role
 - Curator
 - More active planning
 - Facilities
 - Whole school is the classroom
 - Resource managers
 - Why 5 days/week
 - More professional culture





- Pathways for kids
 - Bundles
 - Aligned

COMMUNITY

- 3a + b Community In/Out of School
 - Multi-generational
 - Experts
 - Partnerships
 - Opportunities
 - Shared resources
 - Resources
 - Shared trouble shooting
 - Collaboration
 - Mindshift
 - Security
 - Funding
 - Infrastructure
 - Grads want to return to community

WHAT WILL STUDENTS AT OUR SCHOOL BE DOING IN 20 YEARS?

A. WHAT IS “A DAY IN THE LIFE OF A STUDENT?”

- I don't believe there will be a typical day in the life. Each day will look different. Students will have a holographic teacher and learn from home or they might attend class through a hologram.
- An in-person learning opportunity to collaborate and develop as a lifelong learner. In addition to content, it would be time to create/develop and explore personal interests. I also think learning a skill (trade) would be important
- Outside time, also mindful/SEL and also opportunities to develop physical healthy mind-body-spirit
- A day in the life of a student is having schools start at 8am (even for high school) because there's been talk about how teenagers naturally wake up later. I also think school will be entirely online in the sense that there will be no more paper assignments. This is something that I don't know how to feel about since handwriting things out is good for learning but I don't

know if handwritten assignments will align with the future in 20 years

- Personal/mobile device driven
- Written media will be different
- Evolving family dynamics will change school and “home work” expectations
- Collaborating, inquiry-based learning, project-based learning, with real world application, building, creating and sharing ideas and products with peers and community, choosing themes for learning
- Collaborative work
- Mental and physical well-being
- Movement
- Problem-solving, exploration, inquiry-based
- Students will have a balance of active/hands-on and direct instruction learning with inside and outside components. Individual, small group and large group work with multiple physical/play/unstructured breaks throughout the day. The day may start later but end later as well
- Wake up at 8 to go to school or 9 – take classes like college where they only go for part of the day when they have classes, everyone has a self-driving car, everyone is building things and doing projects
- Application based
- Generative aspect
- Collaboration (tech/startup)
- Start later
- There when need be
- Only take required classes
- More independent learning as AI will allow quick, engaged education but lots of collaboration to learn better STEM based skills
- More choice
- Interactive technology – AI
- Exploration
- Collaboration
- Inquiry
- Love more choice, but professional development would be needed to change that
- (AI/oculus)



Ch 5.2 Notes Educational Visioning Workshop 2

- Self-exploration – critical thinking
- Multiple learning modes
- Hands-on, immersive classes, collaboration
- Communication – whole world
- Quasi-structured day (age appropriate)
- Collaborative, with different ages
- High School
 - ✓ Much like college
 - ✓ Work exposure requirement
- Younger – PBL
- Engagement – meaningful peer connections/communication
- Learning through multiple modes
- Planning, designing, building, sharing
- More tech
- Flex learning
- Building less of role
- They should maintain the same routine, few changes

B. IF THEY CAN LEARN CONTENT THROUGH THE INTERNET, WHY COME TO SCHOOL?

- Students will be immersed with learning by people all over the world. They will no longer be learning about past wars; they will be working together to prevent future wars.
- Social connections with peers and staff are crucial to developing empathy and connectedness. Humans will still need to practice “being human”. Opportunities to practice hands-on is highly reinforcing for learning
- Students should come to school because it teaches them life skills that the internet cannot. Collaboration, problem solving, and creativeness are not things that can be taught via the internet. Plus school is a major part of a child’s social life that can’t be replicated
- Content isn’t learned through the internet as we did. It is exposed to; schools provide the schema. Same was said about the mass printing of books...but schools flourished after
- Reading/application
- Inspiration
- Organization

- Executive functioning
- Self-reliance
- “Self-disciplined”
 - ✓ This is what Google, etc. are recruiting
 - ✓ Modern application
- To do something with the content, to create and innovate and make our world better. Maintain meaningful relationships
- Critical thinking
- Social collaboration
- Practice for “real life”, work, independence
- Students need direct human interaction to learn social/emotional skills, how to be a productive participant in community
- To learn about how to use the internet to your advantage and take on problems, Take classes that computers can’t solve problems in
- Best practice – PoG – means of how learn
- Taught when generative vs. own voice
- Technology collaboration
 - ✓ Biotech
 - ✓ Med/bio
 - ✓ CS
- Learn how use tech (e.g. a1)
- To learn how to collaborate
- To filter – when all information can be discussed via internet, teachers will be the ones to filter and navigate, teaching what is important and why it is important
- Social skills – relationships
- Internet is a tool
- Social interaction
- COVID = (problems)
- Educators will use AI to be more powerful and personal, easier hands-on learning
- More equitable
- Social skills (how to work as a group, how to interact with other people)
- Learn critical thinking
- Engage creativity and problem solving
- Social experience
- Collaborative work – PBL



- False promise! See A (listed below)
 - ✓ Engagement – meaningful peer connections/communication
 - ✓ Learning through multiple modes
 - ✓ Planning, designing, building, sharing
- Perspective
- Socialize
- Inclusion and value
- Culture
- Skill practice
- More complex interdisciplinary world
 - ✓ Thoughtful, art, history
- Having a conversation in person is important

2. WHAT WILL FACULTY/STAFF AT OUR SCHOOL BE DOING IN 20 YEARS?

A. WHAT IS “A DAY IN THE LIFE OF A TEACHER?”

- Teachers will facilitate the global connections students will use. They will continue to design lessons, but they will be through some sort of VR technology. Teachers will still help students to develop social skills
- Planning and collaborating with other teachers. Guiding students with learning but also developing personal connections and knowing students for who they are and how to reach their future
- A day in the life as a teacher will involve teacher collaboration so that they can feel supported by each other and get a good example of collaboration for the students
- Facilitator, coach
- Plan for exposure teaching how to confront ideas and build skills
- “Discipline” will return as a key focus
- Planning project-based inquiry – assembling materials
- Guiding – providing encouragement and resources if needed
- Curator, customizer
- Less lecture, more collaboration (between students and between staff)

- Flexible schedule, leadership opportunities
- Team teaching, co-teaching
- Teachers will be active players in the learning their students do. They will be experts in the areas of the age group they teach. Skills acquisition, learning styles, sequence of learning. They will put their schedules to gather in consultation with team members based on the needs of their students
- Running lessons that are hands-on projects. If they cannot make it to school they are virtual
- Teaching component still there – how different things do now – solutions for
- Teaching the relationship of ideas eg. The history of
- Asking, essential questions, providing specific instruction
- Educators will use AI to be more powerful and personal, easier hands-on learning
- More equitable
- Mentor/advisor
- Facilitator
- Engagement with students and peers
- Mentor, guide, feedback, assessment, instructor, discussion
- Encouraging students to learn

B. WHAT IS THE TEACHER ROLE?

- Teachers will monitor students technology use and will help students identify global challenges they will tackle. They will continue to inspire creativity within their students.
- “Gardner” – guide of students and the people who can craft learning opportunities for students that encourage growth, personal development and inspire students to want to be curious – not just take the Chat GPT and go
- The teacher’s role is to encourage and support the students while also letting them figure things out on their own. I think school may have more project-based learning which will have the teachers in a more facilitative position
- Guide/coach/mentor





- Teachers must have clear objective
- “Standards” will evolve by then
- Assess
- Materials generation
- Guidance
- Background knowledge
- More collaboration
- Full implementation of SEL, UDL, restorative practices
- Teacher is the facilitator of exploration and discovery although for youngest learners will also need to provide summary/synthesis and some direct instruction and context
- Guide students through projects and answer questions similar for nowadays
- Transfer of skill
- Evolve
- Organize materials to understand in a building block process, ensure all understand, push those who can develop a deeper understanding and raise those that need help
- Instructions, facilitation, modeling
- Melding content expertise with facilitation to reflect and digest
- Fitness gym vs. workout in basement
- Aligning students to the present world – staying on top of occupations and career paths, facilitating learning motivation, empowering kids
- Guide
- “Bumpers on the bowling land”
- Mentor/advisor
- Facilitator
- Mentor, guide, feedback, assessment, instructor, discussion
- Curator
- Customizer of learning paths
- To make sure a student has a safe environment to learn, make the kid love what he’s doing

3. COMMUNITY?

a. HOW WILL THE COMMUNITY BE INVOLVED IN OUR SCHOOLS

- The community will have a larger role in schools because it will be more accessible for them to engage. They will also be more invested because students will be working to save global and community issues.
- Supportive – more involved with giving students opportunities to learn a new job or a place to collaborate to fix a problem. Ambassadors for learning-more mentoring. “It takes a village” approach.
- More integration – see the value and connect
- The community will be involved in our schools by working to support the students and provide them with the resources that they will need to thrive
- Family dynamics and cultural expectations will be unknown
- Experts come in and share
- Needs are shared with schools for community service or projects
- Area businesses seen as resources
- Volunteer/service opportunities for students
- More partnerships with community agencies
- Community members will be welcome in to assist students in their learning and to support teachers in their teaching
- Many school projects will be used to help the community like maybe building solar panels or cars or things like that to help the community
- Community will fund our projects and donate money to help our education
- Increased involve unsure how
- Change with us
- Same. Funding and decision making process has long standing history
- Volunteer
- Internships
- Sharing information
- Resources
- Big ask
- Can we offer more Pre-K support



Ch 5.2 Notes Educational Visioning Workshop 2

- Collaboration to design a future workforce that's effective and on trend
- Utilize community, resources (senior center, fire department) to build relationships and help facilitate learning
- Internships
- Work exposure
- Career exploration younger grades
- Limited
 - ✓ Internships
 - ✓ Partners
- Partner
- Infrastructure
- Mindshift and support
- Outcomes
- By having kids be physically and mentally prepared for school

▪ HOW WILL THE SCHOOLS BE INVOLVED IN OUR COMMUNITY?

- Our schools will be more involved using innovative ways to get people involved. They can work together to present workshops to different areas of the country and world.
- Students will participate in community trouble-shooting, provide creativity and ideas to improve community overall.
- More integration – see the value and connect
- Our schools will be involved in the community by having projects that keep the students involved with local issues while also teaching them about applying subjects to the world around them
- Either reflection of; or foundation for the challenge will be holding a clear role
- “everything” for all likely isn't realistic
- We will collaborate with area businesses, using their expertise and resources to elevate instruction and project-based learning
- Volunteer/service opportunities for students
- More partnerships with community agencies
- Would like to see more dual enrollment

- Schools and their students will be involved in community based learning – be it cleaning playgrounds, volunteering at senior centers, food banks. This will promote connection within the communities for all
- Many school projects will be used to help the community like maybe building solar panels or cars or things like that to help the community
- Community will fund our projects and donate money to help our education
- Hope stronger connection
- Similar role except more space needed for specialized services and open spaces for collaboration
- Community events/activities
- Partnerships with organizations, businesses
- Can we become mental health facilities...
- With help of AI, teachers can have time for outreach and design practical hands-on opportunities/share resources
- Community service projects – help to solve problems
- Reinforce work skills
- Community service
- By changing a new generations life, it starts at the schools

4. FACILITIES: WHAT DOES THIS IMPLY FOR FACILITIES?

- It will eliminate the need for 25 desks in a classroom. I don't see large groups of students needing a place to put their individual materials. I also no longer see the need for lockers.
- Probably some reconfiguring of space to allow collaboration to happen. Would love to see outside space utilized as learning opportunities. So much history and significant learning spaces available. Perhaps seeking underutilized space in town to integrate other learning opportunities – build a business in an existing empty space downtown and have HS kids run it – maybe a business that's lacking. Could schools apply for a grant similar to that of the food pantry? Could be an interesting opportunity!



Ch 5.2 Notes Educational Visioning Workshop 2

- This implies that the facilities will accommodate the students and teachers needs. This may mean having appropriate space for classes to have the resources necessary to accommodate the various ways of learning that the students might have
- Schools should be flexibly planned
- Schedules more important, staffing more than building
- Facilities must be what is efficiently offering what students require
- Oh yes – our facilities are set up in such a traditional way. Though the ideas and theory are well-received and hopeful, it will take significant serious intention and action to reorganize, redesign, and repurpose our school spaces
- YES – more small group space for service/delivery, collaboration, project-based work, etc
- Hallways could include break out spaces rather than narrow traffic only
- I don't think we need lockers anymore
- Facilities will need to have choices for all – spaces/more open spaces, or spaces that can change
- Plenty of light and sunshine and green space
- Facilities should be welcoming, inviting – not just “institutional”
- Yes, probably new, updated and technology advanced buildings
- Evolve competitive and designed to serve
- Fewer but larger schools, allowing for an easier process when/if enrollment trends significantly increase but open space for more collaborative work
- Open space
- Large gathering areas
- Easily movable furniture
- Pods
- White boards on walls
- Smaller spaces for specialized instruction
- Accessibility
- Multi-use
- Parking
- Cross-collaboration, shared resources (business and community)
- Hi-Tech, climate/sunlight control virtual
- No need for big lockers
- Spaces that transform – no single use
- Need access to utilize in-town resources

- Need spaces to engage
- Larger spaces for collaboration – breakout
- Engagement
- Sports
- Easy multiple mode – changing/presenting
- Room to talk/discuss
- Lockers
- Changing function
- Multi-generational: day care; elderly/senior housing; recreation; 8 to 80
- Multi-modal
- Climate re: labs and spaces
- They would need to plan ahead

WHAT YOU SAID DAY 1

Fran shared a PowerPoint presentation that captured essential outcomes from first Visioning workshop, Day 1.

Comments during the presentation included:

- Surprised building relationships so low
- Could be that the specific examples of building relationships didn't stick
- The highest ranked items are a reflection of PoG skills
- Specific vs. big idea
- Lowest are maybes
- Total of all building relationships would be very high
- Balancing SLC vs. larger schools
- Culturally responsive teaching

See Appendix Ch 5.7 for the presentation.

HOW TO TEACH? WHO IS IN CHARGE HERE?

The Visioning Team discussed who was in charge of their future educational practices. They were prompted by these questions:





WHOLE GROUP DISCUSSION BASED ON THE FOLLOWING PROMPTS:

Consider these higher authorities/standards:

- Massachusetts Dept Elementary + Secondary Education (DESE) guidelines/standards
- Annual MCAS state testing
- Common Core guidelines/organization
- Parents
- School Committee
- Culture across the District, or within a school
- Understandings/assumptions about university acceptance
- Town taxpayer support
- Franklin Education Association
- Other

1. Do the any of these **explicitly** stop us from delivering education the way we said was most appropriate?
2. Do any **implicitly** stop us?
3. Which, if any, has the most influence over what we do?
4. Do they present roadblocks, making it difficult or impossible to do so?
5. If “yes,” what are they?
6. How do we proceed?

DEFINE A STRATEGY TO ACHIEVE WHAT WE WANT TO DO!

The Visioning Team addressed these issues as Table Teams. Their thoughts included:

TABLE TEAM 1

Explicit

- DESE: time on learning
- Taxpayer support
- FEA

- MCAS
- (Culture)

Implicit

- Parents (teachers attempt to avoid conflict with them)
- School Committee political
- Culture- district/school
- Understandings/assumptions about university acceptance
- FEA
- Students

Most Influence

- Culture, fostered by:
 - FEA
 - School Committee
 - Parents (community)

Roadblocks

Yes

- Taxpayers
- Parent support

Strategy to Proceed

- Listen to other people
- Healthy budget
- How to create a positive culture... (what does Franklin want?)

TABLE TEAM 2

Explicit

- DESE regulations
 - Common Core guidelines
- Culture
- Taxpayer support
- FEA

Implicit

- Parents
- School Committee
- University acceptance
- Culture
- Taxpayer support





Ch 5.2 Notes Educational Visioning Workshop 2

- FEA

Most Influence

- Taxpayer
- Standards

Roadblocks

- Lack of funding and increasing demands and unfunded mandates
- May limit future creativity

Strategy to Proceed

- Communication – informing and engaging community

TABLE TEAM 3

Explicit

- DESE – time on learning
- Unfunded mandates
- Taxpayer support
- FEA (contract)
- MCAS – grad requirement
- College/university
- Culture

Implicit

- FEA membership/process
- Culture
- Parents/guardians/caregivers
- MCAS
- Common Core
- College/university
- Culture

Most Influence

- DESE
- Culture
- Funding (taxpayers)

Roadblocks

- Money
- Flexibility

- Advocacy

Strategy to Proceed

- Unify
- Advocate
- Educate
- Empower
- Take risks

TABLE TEAM 4

Explicit

- MCAS testing
- Town/Taxpayers
 - Funding what we believe/value
- School Committee
- Policy/budget
- Mandates
 - Federal, state, local
 - Contract

Implicit

- MCAS prep/culture
- Parents
- School Committee
- DESE
- MA state standards
- University
- Culture
- FEA

Most Influence

- Taxpayers
- Parents

Roadblocks

- Taxpayers
 - Funding
 - Schedule/timeline

Strategy to Proceed

- Communication





Ch 5.2 Notes Educational Visioning Workshop 2

- Bringing along
- Clear vision
- Community engagement
- Information sharing

TABLE TEAM 5

Explicit

- DESE
 - Time on learning
 - Teacher licensing requirements
- MCAS testing
- Common Core
- Funding
- Political and legislative agendas
- Teacher training and pool

Implicit

- DESE
 - Grants and guidance
 - Licensing structures
- Funding
- Culture across district
 - MAP testing
 - Data
- College/university
- Political and legislative agendas
- Teacher training and pool

Most Influence

- Parents
- School Committee
- Culture across district for college admission

Roadblocks

- Tax revenue
- Town culture/parents

Strategy to Proceed

- Buy-in
- Build school culture
- Two-way dialogue

- Gather voices and perspectives
- Educate and inspire communities and stakeholders on this work

TABLE TEAM 6

Explicit

- DESE standards
 - Length of school day
 - Common Core
- MCAS
- Taxpayer support
- FEA/administration

Implicit

- University acceptance
- Caregivers/families
- Students
- School culture
- Educators
- Taxpayer support
- FEA/administration

Most Influence

- School Committee
- School culture

Roadblocks

- Taxpayer support
- FEA/administration
- Lack of equitable access to Pre-K

Strategy to Proceed

- Communication
- Inspire
- Build relationships/buy-in
 - Community
 - Teachers
 - Administration
- Two-way dialogue with parents
- Parent support
- Gathering voices from multiple perspectives





Ch 5.2 Notes Educational Visioning Workshop 2

This challenge raised awareness that the FPS school culture needed to change. That discussion included these thoughts:

- Town based
 - Diverse pop. But general understanding of what should happen in schools
- Trending ideas
- Examples:
 - SAT/PSAT
 - College or bust mentality
- Students learning/bullying
 - Social pressures
- Need foundational support of any changes

LUNCH THEATER DOUBLE FEATURE

The Visioning Team viewed and then discussed two videos over the lunch period. The first was the trailer for Ted Lasso, but first Fran introduced the position paper from High Tech High Graduate School of Education, Can Ted Lasso Save Education? See Appendix Ch 5.4.

Participant comments on the HTH paper were:

- Be curious, not judgmental
- Fix the Be brave,
- Shared norms
- You have to fix the soil the plant is in, you cannot fix the flower

Responses to the Ted Lasso trailer were:

- Bring the new culture in
- Shared goal: be the best version of ourselves. Meet people where they are
- Ted had to win in order to continue
- Takes time to survive losses
- Students are like the players
- Ted had to believe
- Like Ted Lasso, Franklin is a community that has the privilege to fail

The second video was Transformation: Renovation of the Shelburne Community School, the story of the educational impact of renovating a

traditional “cells and bells” middle school building plan into a Small Learning Community. Responses to this video were:

- The process and the building say “We value you”
- Like flexibility of space
- Like intentional use of glass
- They have four teachers for 80 students; four teachers for 100 students is harder
- Wheels! Flexible furniture
- Enrollments going down at FHS: extra classrooms could be PODs
- Ok to spill things
- Ok to be true to selves
- Impact that use of space can have on culture

FACILITY EDUCATIONAL ADEQUACY/ APPROPRIATENESS PRESENTATION

Kate Jessup shared a PowerPoint presentation that outlined the process and selected key findings from the Facilities Educational Adequacy Assessment.

The assessment considers:

- Whether needed spaces exist
- Size of spaces relative to MSBA standards
- Space characteristics

It does not consider enrollment capacity or physical conditions.

Among the key findings are:

- In general, most classrooms are adequate
- In general, spaces for special services are inadequate, often with multiple providers sharing ad-hoc spaces with no acoustical privacy

See Appendix Ch 5.8 for the presentation.





SCHOOL ORGANIZATION PART 1: INTERNAL

This was the challenge:

Identify a focus: __Lower ES __Upper ES __All

Elementary grades __MS __HS

Table Team discussion and report out.

DEVELOP A DETAILED ORGANIZATIONAL CONCEPT

CREATE THE MOST APPROPRIATE CONCEPT FOR
THE FUTURE FROM AN EDUCATIONAL POINT OF VIEW

1. Rank the following, from (1=) most appropriate to least appropriate
2. Analyze your most appropriate one:
 - a. Elaborate on the structure to give it more definition
 - b. Combine possibilities if desired
 - c. Identify the Pros and Cons
 - d. What would you do to mitigate the Cons?

ELEMENTARY SCHOOL ORGANIZATIONAL MODELS

- A. Grade-level classroom groupings, ie 5 next to 5 next to 5
- B. Multi-grade classroom groupings, ie 3 next to 4 next to 5
- C. Multi-age classrooms, ie students in grades 3-4, or 3-4-5 in same classroom
- D. Teachers “teaming,” sharing students but teaching separately, ie one does ELA and history for both CRs; one does math + science for both CRs
- E. Thematic multi-grade Small Learning Communities (SLCs)
- F. Any of above with teachers looping, ie teach 3 one year, then 4 with same kids

G. Any of above with synchronous teacher teaming, sharing students full time part or all day

H. Other

COMBINE AS APPROPRIATE

MIDDLE SCHOOL ORGANIZATIONAL MODELS

- A. Departmental model
 - B. Grade-level classroom groupings in Small Learning Communities (SLCs)
 - C. As “B” but multi-grade SLCs, ie 6-7 or 7-8 or 6-7-8
 - D. As “C” but thematic multi-grade SLCs, eg Arts Academy, STEM Academy
 - E. Any of above with teachers looping
 - F. Any of above with synchronous teacher teaming, sharing students full time
 - G. Other
- COMBINE AS APPROPRIATE

HIGH SCHOOL ORGANIZATIONAL MODELS

- A. Departmental model
 - B. Freshman House, ie 9th only with dedicated teachers
 - C. Interdisciplinary Small Learning Communities (SLCs), ie ELA+math+science+social studies
 - D. As “B” but thematic SLCs (such as current Arts Academy)
 - E. Any of above with teachers looping
 - F. Any of above with synchronous teacher teaming, sharing students full time
 - G. Other
- COMBINE AS APPROPRIATE

Responses by Table team were:

TABLE TEAM 1

Focus: High School

1._Rank



Ch 5.2 Notes Educational Visioning Workshop 2

- #1 ___ B/C/D
- #2 ___
- #3 ___
- #4 ___ A
- #5 ___ E
- #6 ___ F
- #7 ___ G

2._Analyze

- B = Freshman house
- C = Interdisciplinary Small Learning Communities
- D = Thematic SLCs

a._Elaborate

- Lower school
 - 9th + 10th Grades
- Upper school
 - 11th + 12th Grades = Pathways
- Getting to know students
- Address student behavior
- Four houses per grade (100-150 students each)

c._Pros

- Getting to know individual students
- Making school smaller

c._Cons

- Scheduling
- Balancing programs

d._Mitigate

- Flexibility, money, observe example schools, team time, Brockton

TABLE TEAM 2

Focus: Elementary

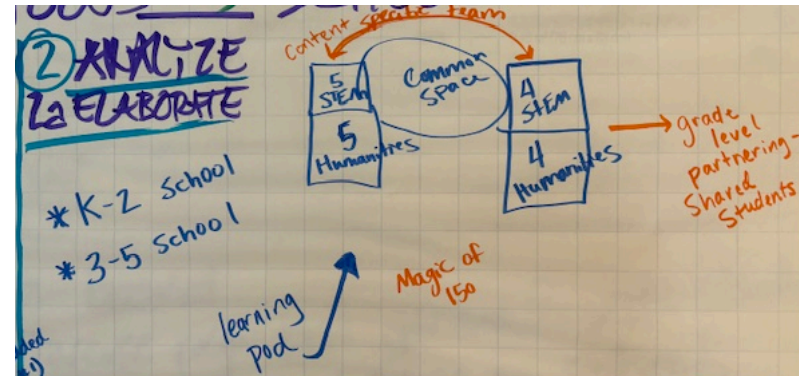
1._Rank

- #1 ___ DB
- #2 ___
- #3 ___ G
- #4 ___ E (embedded in #1)
- #5 ___ A
- #6 ___ C
- #7 ___ F

2._Analyze

- B = Multi-grade classroom groupings
- D = Teachers "teaming," sharing students but teaching separately

a._Elaborate



c._Pros

- Magic of 150
- Multi-age
- Community within a community
- Horizontal and vertical collaboration
- Interdisciplinary

c._Cons

- Transportation?
- Schedules (kids at multiple schools)
- Renovation costs?

d._Mitigate

- Staggered start time?

TABLE TEAMS 3+4

Focus: Middle School

1._Rank

- #1 ___ BF
- #2 ___
- #3 ___
- #4 ___
- #5 ___
- #6 ___

Ch 5.2 Notes Educational Visioning Workshop 2

#7 __A

2._Analyze

B = Grade-level classroom groupings in Small Learning Communities

F = Any of above with synchronous teacher teaming, sharing students full time

a._Elaborate

- # of teachers on SLC
- Transition years: 6th, 7/8th
- Multi-grades

c._Pros

- Rapport/relationships
- Opportunities for academies
- Looping
- Team teaching

c._Cons

- Licensing
- Standards
- Clique

d._Mitigate

- Supporting team functioning
- Departmental alignment

TABLE TEAM 5

Focus: High School

1._Rank

- #1 __C+D
- #2 __
- #3 __F
- #4 __B
- #5 __A
- #6 __E
- #7 __

2._Analyze

C = Interdisciplinary Small Learning Communities

D = Thematic SLCs (such as current Arts Academy)

e._Elaborate

- Allows for pathways
- Creating communities (of learning)

- More engaging
- Can change, if you desire + learn
- Multiple entry points

c._Pros

- Mission-giving (over majors)
- RELATIONSHIPS

c._Cons

- Forces a choice too soon
- Time
- Teacher capacity

d._Mitigate

- Fluidity
- Option not to (can go more traditional)
- Teachers and administrators come up with justifiable cases and support it (time + resources)

TABLE TEAM 6

Focus: Elementary

1._Rank

- #1 __H/A
- #2 __H/D
- #3 __H/E
- #4 __H/F
- #5 __H/G
- #6 __
- #7 __

2._Analyze

A = Grade level classroom groupings

D = Teachers “teaming,” sharing students but teaching separately

E = Thematic multi-grade Small Learning Communities (SLCs)

F = Any of above with teachers looping

G = Any of above with synchronous teacher teaming, sharing students full time part or all day

H = Other

e._Elaborate

- H = larger schools with opportunities for SLCs
- Example:



- Building A: PreK-2
- Building B: 3-5
- Building C: 6-8
- Building D: 9-12

c._Pros

- Teacher collaboration
- Flexible instructional models
- Equity (resources, location, expectations, learning experiences)
- Meaningful SLCs w/ smaller grade bands
- More social connections for students

c._Cons

- Transportation
- Transition
- Size

d._Mitigate

- Transportation: reduces carbon footprint
- Transition: with more peers
- Size: build community through SLCs

SCHOOL ORGANIZATION PART 2: OVERALL

This was the challenge:

Focus on students and education. Discuss these issues:

1. EQUITY:

- A Is equity across the district important?
YES or NO
- B Identify inequities that currently exist in Franklin Public Schools (FPS)
(consider programs, staffing, demographics, facilities etc)
- C Identify strategies to achieve equity

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? WHY?
Is there a maximum? WHY?

3. ELEMENTARY ENROLLMENT STRATEGIES

(complete this chart):

Which has more advantages?

- | | |
|---|-------------------------|
| A. Educational/Curriculum | Smaller or Larger? WHY? |
| B. Social (culture/climate within school) | Smaller or Larger? WHY? |
| C. Operational (support services, cost). | Smaller or Larger? WHY? |
| D. Community Context (access) | Smaller or Larger? WHY? |

What is the minimum number of classroom teachers at each grade? WHY?

NOTE: Small school = 400 or fewer students.

4. MIDDLE SCHOOL ENROLLMENT STRATEGIES

(complete this chart):

Which has more advantages?

- | | |
|---|-------------------------|
| A. Educational/Curriculum | Smaller or Larger? WHY? |
| B. Social (culture/climate within school) | Smaller or Larger? WHY? |
| C. Operational (support services, cost). | Smaller or Larger? WHY? |
| D. Community Context (access) | Smaller or Larger? WHY? |

What is the minimum number of teachers per curricular area at each grade? WHY?

NOTE: Small school = 400 or fewer students.

5. THE FRANKLIN EXPERIENCE:

- A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)?
YES or NO
WHY?
- C If "YES," how do we achieve this?





6. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

PK K 1 2 3 4 5 6 7 8 9 10 11 12

B Identify curricular grade groupings

PK K 1 2 3 4 5 6 7 8 9 10 11 12

C Identify ideal grade groupings

PK K 1 2 3 4 5 6 7 8 9 10 11 12

NOTE: use “/” to mean soft break; use “//” to mean emphatic break.

7. CHOOSE THE MOST APPROPRIATE:

A PRE-K NUMBERS

1. Should we serve only a portion of 3- and 4-year-olds in the town (per Federal law)? (current)
2. Should we increase our capacity?
3. Should we plan for Universal PRE-K?

WHY?

B PRE-K ORGANIZATION

1. Pre-K alone in its own building (current)
vs
2. Pre-K operating alone in multiple elementary buildings
vs
3. Pre-K with other grades, like K-1-2

WHY?

Consider:

- Positioned with other grades is a contingency for possible growth in number of students
- Curriculum continuity Pre-K to K+
- Teachers knowing siblings
- Special services continuity
- Parents with multiple children, Pre-K and older
- Access/driving/drop-off
- Positioned in larger buildings as a contingency for possible growth in number of students

C ELEMENTARY YEARS

1. (Pre) K-5 (current)

vs

2. (Pre) K-2, 3-5

WHY?

D WILD CARD

1. K-8

or

2. (Pre) K-8

vs

Pre-K, K-5, 6-8 (current)

WHY?

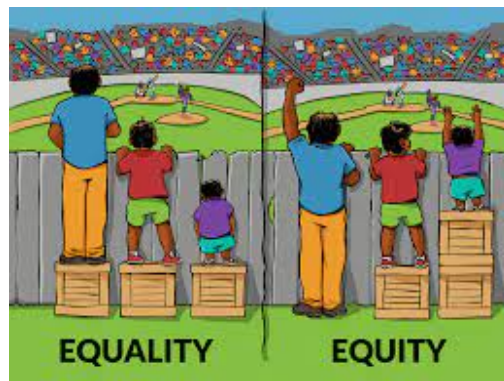
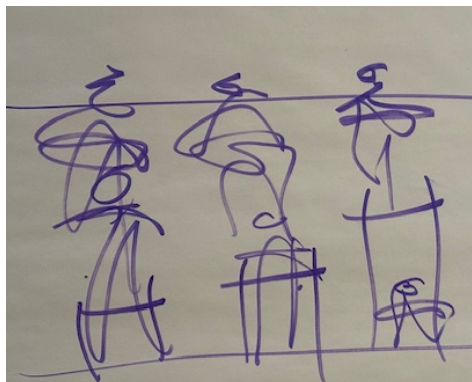
E ALL GRADES

1. Multiple elementary schools and multiple middle school and one high school (current)
vs
2. “Newer and fewer” schools.
What would that be?



WHY?

NOTE: Fran was asked to define equity. In doing so she drew a crude diagram, on the left. The polished version is on the right:



Responses by Table Team were:

TABLE TEAM 1**1. EQUITY:**A **Equity?** YESB **Identify inequities:** Demographics, \$, programs, servicesC **Identify strategies to achieve equity**
Eliminate neighborhood schools**2. GRADE LEVELS:**

Minimum number of grades? 3

WHY? Build community

Is there a maximum? 6

WHY? The size of ... population

3. ELEMENTARY STRATEGIES

Which has more advantages?

A. **Educational/Curriculum:** Larger
WHY?B. **Social:** Smaller
WHY?C. **Operational:** Larger
WHY?D. **Community Context:** Larger - Auditorium (limit ex
gyms)

WHY?

What is the minimum number of classroom teachers at
each grade? 3 WHY? Balance (IEPs)**4. MIDDLE STRATEGIES**

Which has more advantages?

A. **Educational/Curriculum:** Larger
WHY?B. **Social:** Smaller
WHY?C. **Operational:** Larger
WHY?D. **Community Context:** Larger
WHY?What is the minimum number of teachers per curricular
area at each grade? 3 WHY?**5. THE FRANKLIN EXPERIENCE:**A. **Advantage?** NO

WHY? HS – Pathways, choice

B. If “YES,” how do we achieve this?

6. GROUPINGSA. **Natural developmental breaks:**

PK K / 1 2 3 4 / 5 6 7 8 9 / 10 / 11 12 +PG

B. **Curricular grade groupings:**

PK K 1 / 2 / 3 4 5 / 6 / 7 8 / 9 10 / 11 12 +PG

C. **Ideal grade groupings**

PK K // 1 2 3 4 // 5 6 7 8 // 9 10 / 11 12 +PG

NOTE: use “/” to mean soft break; use “//” to mean emphatic break.

7. CHOOSE THE MOST APPROPRIATE:**A PRE-K NUMBERS**1. **Serve a portion? (current)** No2. **Increase capacity?** Yes3. **Plan for Universal PRE-K?** Yes

WHY? Close the achievement gap

**B PRE-K ORGANIZATION**

1. Alone in own building (current)
2. Operating alone in multiple elementary buildings
3. Pre-K with other grades, like K-2 or HS
Yes at FHS
WHY? Multi-grade modeling, family friendly

C ELEMENTARY YEARS No response

1. (Pre) K-5 (current)
2. (Pre) K-2, 3-5
WHY?

D WILD CARD

1. K-8
2. (Pre)K-8
3. (Pre)K, K-5, 6-8 (current)
Pre-K-K, 1-4, 5-8, one building
WHY?

E ALL GRADES No response

1. Multiple ES, MS + 1 HS (current)
2. "Newer + Fewer" schools. What would that be?
WHY?

TABLE TEAM 2**1. EQUITY:**

- A Equity? YES
- B Identify inequities:
Overpopulated/ underpopulated (demographics)
- C Identify strategies to achieve equity
Master Facilities Plan, redistricting

2. GRADE LEVELS:

Minimum number of grades? 2-3
WHY?
Is there a maximum? 6
WHY?

3. ELEMENTARY STRATEGIES

Which has more advantages?

- A. Educational/Curriculum: Larger
WHY?
- B. Social: Larger (with Small Learning Communities)
WHY?
- C. Operational: Larger
WHY?
- D. Community Context: Larger
WHY?

What is the minimum number of classroom teachers at each grade? 3+ **WHY?** Collaboration

4. MIDDLE STRATEGIES

Which has more advantages?

- A. Educational/Curriculum: Larger
WHY?
- B. Social: Larger (with Small Learning Communities)
WHY?
- C. Operational: Larger
WHY?
- D. Community Context: Larger
WHY?

What is the minimum number of teachers per curricular area at each grade? 3+ **WHY?**

5. THE FRANKLIN EXPERIENCE:

- C. Advantage? YES
WHY? Shared resources
- D. If "YES," how do we achieve this?
Grade level collaboration across district

6. GROUPINGS**D. Natural developmental breaks:**

PK	/ K	1	2 // 3	4	5 // 6	7	8	9	10 / 11	12
----	-----	---	--------	---	--------	---	---	---	---------	----

E. Curricular grade groupings:

PK // K	1	2 // 3	4	5 // 6	7	8 // 9	10 / 11	12
---------	---	--------	---	--------	---	--------	---------	----

F. Ideal grade groupings

PK / K	1	2 // 3	4	5 // 6	7	8 // 9	10	11	12
--------	---	--------	---	--------	---	--------	----	----	----





NOTE: use “/” to mean soft break; use “//” to mean emphatic break.

7. CHOOSE THE MOST APPROPRIATE:

A PRE-K NUMBERS

1. **Serve a portion? (current).** No
 2. **Increase capacity?** Yes!
 3. **Plan for Universal PRE-K?** Yes!
- WHY?** Selling point for teachers, early learning intervention opportunities

B PRE-K ORGANIZATION

1. **Alone in own building (current)** Yes
 2. **Operating alone in multiple elementary buildings** No
 3. **Pre-K with other grades, like K-2 or HS** Yes
- WHY?**

C ELEMENTARY YEARS

1. **(Pre) K-5 (current)**
 2. **(Pre) K-2, 3-5** Yes
- WHY?** Collaboration

D WILD CARD No response

1. **K-8**
 2. **(Pre)K-8**
 3. **(Pre)K, K-5, 6-8 (current)**
- WHY?**

E ALL GRADES No response

1. **Multiple ES, MS + 1 HS (current)**
 2. **“Newer + Fewer” schools. What would that be?**
- WHY?**

TABLE TEAMS 3+4

1. EQUITY:

- A Equity?** YES! , Building ages/facilities
- B Identify inequities:** ELL, socio-economic status, Spl Ed, staffing, school culture/leadership

C Identify strategies to achieve equity: Funding, spending, horizontal alignment, DEI

2. GRADE LEVELS:

Minimum number of grades? 3
WHY?
Is there a maximum? 3-4 max
WHY?

3. ELEMENTARY STRATEGIES

Which has more advantages?

- A. Educational/Curriculum:** Large
WHY?
- B. Social:** Large
WHY?
- C. Operational:** Large
WHY?
- D. Community Context:** Large
WHY?

What is the minimum number of classroom teachers at each grade? WHY?

4. MIDDLE STRATEGIES

Which has more advantages?

- A. Educational/Curriculum:** Large
WHY?
- B. Social:** Large
WHY?
- C. Operational:** Large
WHY?
- D. Community Context:** Large
WHY?

What is the minimum number of teachers per curricular area at each grade? WHY?

5. THE FRANKLIN EXPERIENCE:

- A. Advantage?** YES
WHY? Resources/ SEL/ equity.
If “YES,” how do we achieve this? Can plan for the experience not just the future



**6. GROUPINGS****G. Natural developmental breaks:**

PK K 1 / 2 3 / 4 5 / 6 / 7 8 / 9 / 10 11 12

H. Curricular grade groupings:

PK K / 1 2 3 / 4 5 / 6 7 8 / 9 10 11 12

I. Ideal grade groupings

PK / K / 1 2 // 3 4 5 // 6 7 8 // 9 10 11 12

PK in the HS

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

7. CHOOSE THE MOST APPROPRIATE:**A PRE-K NUMBERS**

1. Serve a portion? (current). Yes
 2. Increase capacity? Yes
 3. Plan for Universal PRE-K? Yes
- WHY?** Equity

B PRE-K ORGANIZATION

1. Alone in own building (current)
 2. Operating alone in multiple elementary buildings or Pre-K-2
 3. Pre-K with other grades, like K-2 or HS
- Pre-K-HS
WHY?

C ELEMENTARY YEARS

1. (Pre) K-5 (current)
 2. (Pre) K-2, 3-5 Yes
- WHY?**

D WILD CARD No!

1. K-8
 2. (Pre)K-8
 3. (Pre)K, K-5, 6-8 (current)
- WHY?**

E ALL GRADES

1. Multiple ES, MS + 1 HS (current) No
2. "Newer + Fewer" schools. What would that be? Yes

WHY? Newer + fewer + larger schools

TABLE TEAM 5**1. EQUITY:**

- A Equity?** YES, all children opportunity for excellent Franklin education
- B Identify inequities:** Resources, facilities, SEL support staff, space, staffing, hiring, scheduling, flexibility, facilities
- C Identify strategies to achieve equity**

2. GRADE LEVELS: No response

Minimum number of grades?

WHY?

Is there a maximum?

WHY?

3. ELEMENTARY STRATEGIES No response

Which has more advantages?

E. Educational/Curriculum:

WHY?

F. Social:

WHY?

G. Operational:

WHY?

H. Community Context:

WHY?

What is the minimum number of classroom teachers at each grade? WHY?

4. MIDDLE STRATEGIES No response

Which has more advantages?

A. Educational/Curriculum:

WHY?

B. Social:

WHY?

C. Operational:

WHY?

D. Community Context:

WHY?





What is the minimum number of teachers per curricular area at each grade? WHY?

5. THE FRANKLIN EXPERIENCE:

B. Advantage? YES

WHY? 4 schools as a way to achieve: PK-2, 3-5/6, 6/7-8, 9-12

C. If "YES," how do we achieve this?

6. GROUPINGS

J. Natural developmental breaks:

PK K // 1 2 / 3 / 4 5 / 6 7 8 / 9 10 11 12

K. Curricular grade groupings:

PK / K 1 2 // 3 4 5 / 6 7 8 // 9 10 11 12

L. Ideal grade groupings

PK K 1 2 // 3 4 5 6 // 7 8 // 9 10 11 12

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

7. CHOOSE THE MOST APPROPRIATE:

A PRE-K NUMBERS

1. **Serve a portion? (current).** No
 2. **Increase capacity?** Yes
 3. **Plan for Universal PRE-K?** Yes
- WHY?**

B PRE-K ORGANIZATION

1. **Alone in own building (current)**
 2. **Operating alone in multiple elementary buildings**
 3. **Pre-K with other grades, like K-2 or HS**
Yes.
- WHY?** Peer role models, variety ages, resources

C ELEMENTARY YEARS

1. **(Pre) K-5 (current)** No
 2. **(Pre) K-2, 3-5** Yes
- WHY?** Diversity + equity, more teacher collaboration opportunities

D WILD CARD No response

1. **K-8**
 2. **(Pre)K-8**
 3. **(Pre)K, K-5, 6-8 (current)**
- WHY?**

E ALL GRADES

1. **Multiple ES, MS + 1 HS (current)** No
 2. **"Newer + Fewer" schools. What would that be?** Yes
- WHY?** Unified identity, efficiencies

TABLE TEAM 6

1. EQUITY:

A Equity? YES

B Identify inequities:

Materials, Spl Ed staffing, services staffing, facilities, transportation/distance, programs, after school care, student access, neighborhoods/sites

C Identify strategies to achieve equity

Newer and fewer schools

2. GRADE LEVELS:

Minimum number of grades? No response

WHY?

Is there a maximum? No response

WHY?

3. ELEMENTARY STRATEGIES

Which has more advantages?

- A. Educational/Curriculum:** Larger
- WHY?**
- B. Social:** Larger
- WHY?**
- C. Operational:** Larger
- WHY?**
- D. Community Context:** Either one
- WHY?**

What is the minimum number of classroom teachers at each grade? 2; classroom 1 Spl Ed **WHY?**





4. MIDDLE STRATEGIES

Which has more advantages?

- E. **Educational/Curriculum:** Larger
WHY?
- F. **Social:** Larger
WHY?
- G. **Operational:** Larger
WHY?
- H. **Community Context:** Larger
WHY?

What is the minimum number of teachers per curricular area at each grade? 4 content area teachers + 1 Spl Ed.
WHY?

5. THE FRANKLIN EXPERIENCE:

- D. **Advantage?** YES
WHY? If the right experience
- E. If "YES," how do we achieve this?

6. GROUPINGS

M. **Natural developmental breaks:**

PK K // 1 2 / 3 4 / 5 6 / 7 8 9 // 10 11 12

N. **Curricular grade groupings:**

PK K // 1 2 3 / 4 5 / 6 7 8 // 9 10 11 12

O. **Ideal grade groupings**

PK K 1 // 2 3 4 5 ?// 6 7 8 // 9 10 11 12

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

7. CHOOSE THE MOST APPROPRIATE:

A PRE-K NUMBERS

- 1. **Serve a portion? (current).**
- 2. **Increase capacity?**
- 3. **Plan for Universal PRE-K?** Yes
WHY? Be ahead of mandate, help families, best opportunity offered

B PRE-K ORGANIZATION

- 1. **Alone in own building (current).** OK
- 2. **Operating alone in multiple elementary buildings**

3. **Pre-K with other grades, like K-2 or HS.**
HS

WHY? Positioned for growth

C ELEMENTARY YEARS

- 1. **(Pre) K-5 (current).** OK
- 2. **(Pre) K-2, 3-5** Better
WHY? More opportunities for equity

D WILD CARD No response

- 1. K-8
- 2. **(Pre)K-8**
- 3. **(Pre)K, K-5, 6-8 (current)**
WHY?

E ALL GRADES

- 1. **Multiple ES, MS + 1 HS (current)**
- 2. **"Newer + Fewer" schools. What would that be?** Idea: Pre-K to 5 neighborhood schools, 1 6-8 MS, 1 9-12 HS
WHY?

KEY WORDS

Participants, as individuals, were asked to Identify one word or a two-word phrase characterizing future education at Franklin Public Schools. Then they were asked to do the same for facilities.

Here are their words:

Education

- 21st Century
- Bright
- Building relationships
- Collaboration (2 times), Collaborative
- Empowering people
- Engaging
- Enriching
- Equitable
- Ever-changing





Ch 5.2 Notes Educational Visioning Workshop 2

- Evolution of town culture
- Experience
- Exploration
- Forward-thinking
- Individualized
- Influential
- Innovative, innovation
- Problem solving
- Students, Student-centered (2 times)
- Progress reporting at School Committee and CFC meetings
- Sharing of key outcomes with administrators, teachers and staff, students, and parents and community in workshops next month
- The consultant team will develop district-wide Master Plan options based on the outcomes from the Educational Visioning and the Portrait of a Graduate Application Workshop, and share them for comment with the School Committee, CFC, students, educators, and the public

Facilities

- 21st Century
- Beyond buildings
- Collaborative (2 times)
- Community
- Fewer + newer (3 times)
- Fewer, newer, larger
- Flexible (2 times)
- Functional
- Fund
- Innovative
- Larger development ages
- Magic of 150
- Purpose-driven
- Quite different
- Re-revision
- Safe and functional
- Stabilize
- Teachers
- Think outside
- Useful


Superintendent Giguere then created two run-on sentences to capture their thoughts. Everyone laughed and cheered.

NEXT STEPS

The Superintendent outlined these steps in this semester-long planning process:




Franklin Public Schools



Educational Adequacy Observations


March 11, 2024



KBA

1

2020 Report



HELEN KELLER ELEMENTARY SCHOOL	77%
OAK STREET ELEMENTARY SCHOOL	73%
JEFFERSON ELEMENTARY SCHOOL	64%
PARMENTER ELEMENTARY SCHOOL	47%
KENNEDY ELEMENTARY SCHOOL	42%
<hr/>	
HORACE MANN MIDDLE SCHOOL	76%
ANNIE SULLIVAN MIDDLE SCHOOL	74%
REMINGTON MIDDLE SCHOOL	68%

KBA

2

Early Childhood Development Center

Co-located with Oak St and Horace Mann



KBA

3

Elementary Schools

3 Elementary Schools share building with Middle Schools & 2 Small Elementary School Buildings



KBA

4

Elementary Schools



KBA

5

Middle Schools

3 Middle Schools in shared buildings

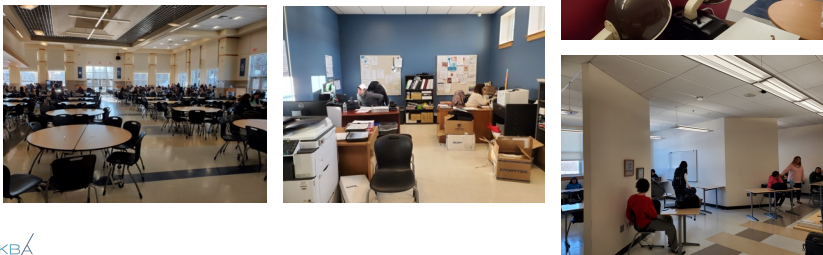


KBA

6

High School

New Building - 2014



KBA

7

Program and Space Alignment Plans



KBA

8

Educational Adequacy Observation – Qualitative Findings

- Spaces in newer buildings are generally in alignment with MSBA standards for size of spaces
- Small Group/Breakout space is not ideal throughout district
- Older buildings not aligned with best practices for safety and accessibility
- Outdoor learning spaces could be improved
- Declining enrollment provides opportunities for space mining
- Commitment to providing dedicated space for special programs throughout district



9



10



Can Ted Lasso Fix Education?

ARTICLE    

October 23, 2023

By

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Any good English teacher understands the importance of an analogy when trying to make a point. So while countless words have already been written about education, we're going to take a step back, and think about education as a soccer game.

Just imagine, it's half-time, we're all exhausted, and we're losing. Our team huddle starts with an overview of where we are – the state of the game – and it doesn't look good. What we know is that:

1. **Students are struggling.** Test scores have reached historic lows (<https://www.nytimes.com/2022/10/24/us/math-reading-scores-pandemic.html>) (Mervosh & Wu, 2022).



2. **Teachers are leaving.** One-third of U.S. educators are currently thinking of leaving their job (<https://www.mckinsey.com/industries/education/our-insights/k-12-teachers-are-quitting-what-would-make-them-stay>) (Bryant et al., 2023) while education professionals on average report worse well-being (https://www.rand.org/content/dam/rand/pubs/research_reports/RR1100/RR1108-4/RAND_RRA1108-4.pdf?mc_cid=4b0a875072&mc_eid=fab08893c2) than other adults (Steiner et al., 2022).
3. **Inequity is increasing.** Teachers of color are more likely to leave the profession and well-being is especially poor (https://www.rand.org/content/dam/rand/pubs/research_reports/RR1100/RR1108-4/RAND_RRA1108-4.pdf?mc_cid=4b0a875072&mc_eid=fab08893c2) among Hispanic/Latinx teachers and female teachers and principals (Steiner et al., 2022). Furthermore, teacher shortages disproportionately affect low income schools (<https://www.pbs.org/newshour/education/when-districts-cant-find-teachers-students-suffer-heres-why-teacher-shortages-are-disproportionately-hurting-low-income-schools>) (Grabenstin, 2022).

These trends are not new. We have played the game this way for decades now. Coming on the heels of a pandemic however, we're particularly out of shape, our weaknesses have been exposed, and victory feels more impossible than ever.

Many have tried, and continue to make valiant attempts, to improve our K-12 education system. Billions of dollars have been poured into public and private investments for research and re-design efforts. There have been bright spots to be sure, with great schools coming in a variety of forms – public, private, magnet, charter, independent-study, etc. But so far, none have spread broadly enough to fix the underlying issues. And a model that works great somewhere, doesn't necessarily produce the same results elsewhere. What we have seen is that, **there is not a quick play or formation that is going to help us win this game.**

The Lasso Way

Now might be when you're asking yourself what this has to do with Ted Lasso, or soccer for that matter? First, for anyone who is not familiar with the TV show *Ted Lasso*, allow a brief explainer. It is about an American football coach who moves to England to coach an English football (soccer) team at the elite level. Of course, comedy ensues. But so do important life lessons. Because while Ted Lasso knows very little about the game of soccer when he begins coaching, what he does know is people. Through his human-centered approach to coaching, in which he



focuses on uplifting his players as the unique individuals they are, he creates a culture throughout his team and organization that produces success.

While fictional, this show encapsulates what research tells us about real-life leadership, group dynamics, and transforming cultures to produce better outcomes. As researcher and author Simon Sinek argues in his 2009 Ted Talk “How Great Leaders Inspire Action” (https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en), “we all have the ability to do great things given the right environment. He emphasizes that getting the environment right comes down to the leader and the tone that they set, explaining that “When people feel safe and protected by the leader in the organization, the natural reaction is to trust and cooperate” (Sinek, 2009).

The TV show *Ted Lasso* demonstrates this phenomenon. A leader (Ted Lasso) creates a climate that allows people to be themselves, and to be appreciated. From this place, Ted Lasso’s players support one another as they each grow to become better individuals, team-mates, and more successful professionals.

Transferring These Lessons to Education

As *Ted Lasso* (and actual research) shows us, the culture of a team, as fostered by its leaders, matters immensely to how successful it is. And in addition to everything else schools are, they are—fundamentally—teams.

Approaching this situation—our half-time huddle—with a *Ted Lasso* mindset leads us to ask, what if in order to address teacher morale and student outcomes we don’t have to wait around while we redesign the entire education system? **What if we need to make people feel like they matter?**

In the 1950s, the US Navy enlisted psychologist Will Schutz to study and enhance Navy personnel’s interpersonal relations and satisfaction. His work aimed to enhance the effectiveness and cohesion of Navy teams by examining the dynamics of interpersonal relationships within these groups. This work led to the development of the FIRO (Fundamental Interpersonal Relations Orientation) theory, emphasizing fundamental needs and behaviors in group dynamics. Schutz’s research showed that increased inclusion and relevance within a group fosters self-esteem, openness, generosity, trust, and cooperation, ultimately promoting effective teamwork and positive organizational outcomes (Schutz, 1958).

These findings have been corroborated across sectors, including in schools. In the 2022 State of the American Teacher Survey (https://www.rand.org/content/dam/rand/pubs/research_reports/RR1100/RR1108-4/RAND_RR1108-4.pdf?mc_cid=4b0a875072&mc_eid=fab08893c2), Steiner et al. (2002) found



that, “positive school climates – particularly positive adult relationships – were key sources of job satisfaction and reasons many teachers stay. As one teacher said, ‘It’s [the reason I stay:] the school climate.’”

Game Plan

Positive cultures do not just happen. They are intentionally created by thoughtful leaders, à la Ted Lasso. As we have seen, the common denominator to good schools is people, and particularly good leaders. Instead of trying to design the perfect model or play to out-smart our opponents (i.e. obstacles), Ted Lasso inspires us to imagine what would happen if we focus our time and energy on our greatest resource – our team-mates. We can do this by taking the following steps:

- **Seek out leadership coaching:** Even seasoned professionals have areas for development. Working with a coach provides leaders the opportunity to gain insights and feedback from someone whose main objective is to support their personal and professional growth. The feedback is impartial and removed from the daily politics of a day-to-day workplace. This allows it to remain rooted in big picture thinking while also providing practical advice. Leadership can be lonely, but there is no need to go it alone. To find a great coach, starting by asking colleagues for recommendations is a helpful first step. Websites such as Noomi, which act as clearinghouses and referral systems, can also be valuable resources. Similar to education, coaching often necessitates certification. Therefore, seeking a coach certified by the International Coaching Federation is advisable to distinguish experienced professionals from those simply using the title of ‘coach’ without the requisite training and expertise in facilitating change and learning.
- **Prioritize connection:** Most people can relate to the feeling of being “too busy” to make space for personal connections that are not needed to immediately achieve an objective. This is a flawed way of prioritizing time. Connection is vital to the work educators do, and as the research shows, teams in which people feel seen, valued, and heard, produce better results. Prioritizing time for connection is an investment in creating a culture that will reap positive outcomes.
- **Offer retreats:** These offer deeper spaces for connection as well as advancing the high level work. They are also opportunities to develop and enhance organizational leaders in their own growth by passing on the leadership coaching gems that organizational leaders are hopefully gleaning.
- **Establish norms:** Having clear organizational norms creates the foundation for individuals and cultures to grow. Being clear and consistent about what these – ideally, mutually agreed upon norms – are, helps them to become ways of being for the whole team. Just like a soccer team that wears the same colors looks like they fit together, a team that uses similar language, ways of communicating, and rituals, will feel like a cohesive unit.

So the only question left is, do you *believe*?



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21st Century Schools

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1

Education Part 1

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2

The History of Work + School

1

100 YEARS AGO



75 YEARS AGO



50 YEARS AGO



TODAY



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3

The History of Work + School

1

100 YEARS AGO


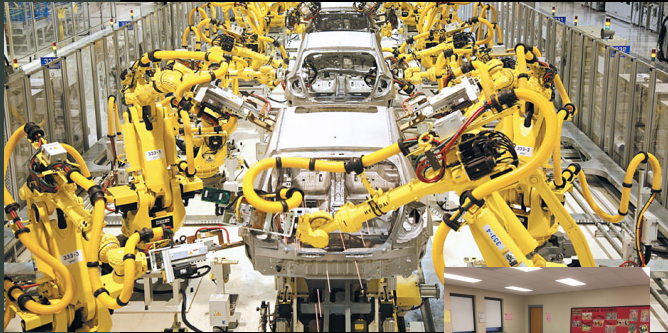


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The History of Work + School





TODAY

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The History of Work + School



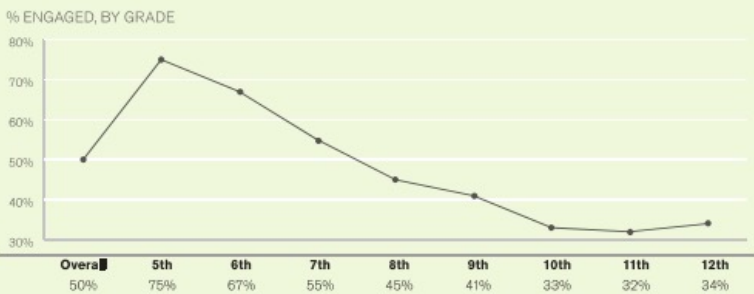
TODAY

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Student Engagement



Grade	% Engaged
Overall	50%
5th	75%
6th	67%
7th	55%
8th	45%
9th	41%
10th	33%
11th	32%
12th	34%

ENGAGEMENT:
The involvement in and enthusiasm for school.
Engaged students are excited about what's happening at their school and what they're learning.
These students contribute to the learning environment, and they are psychologically committed to their school.

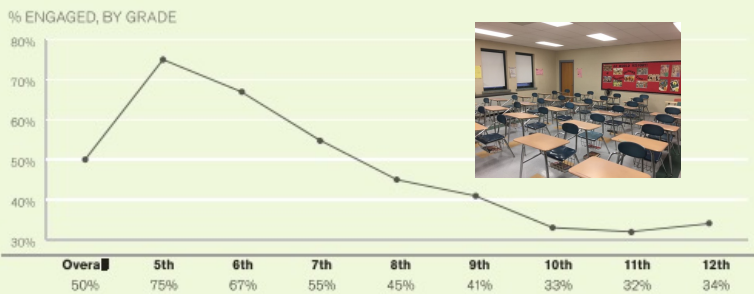
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Callup Poll 2015

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Student Engagement



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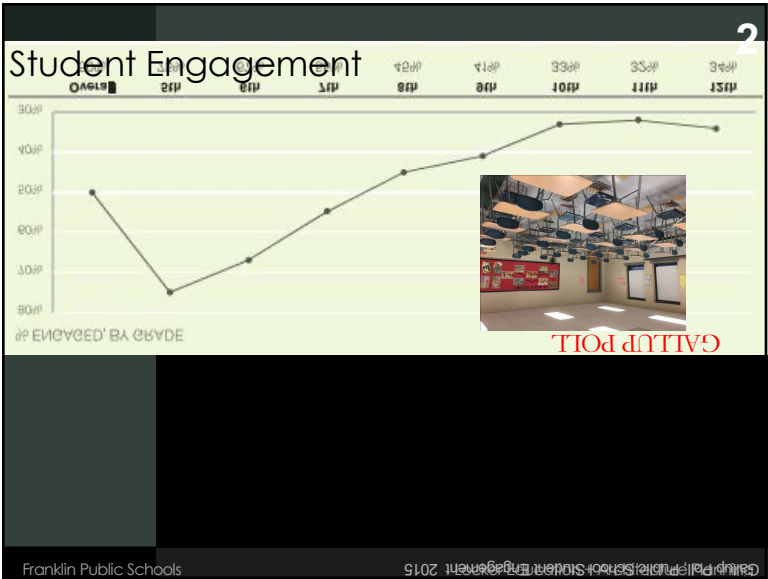
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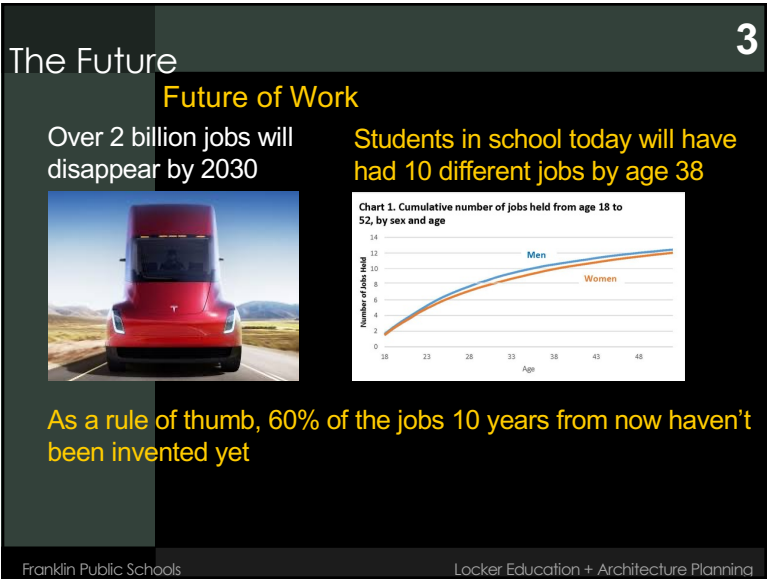
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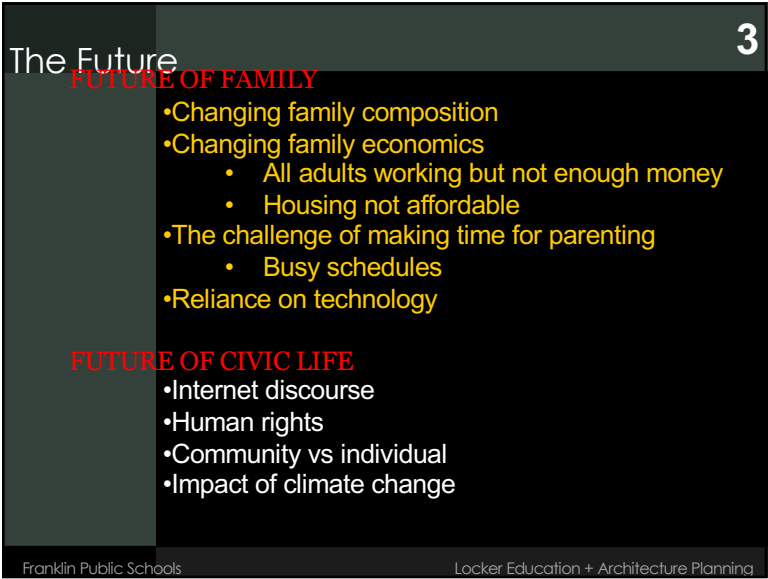
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9



10



11



12

20th vs 21st Century Learning

4

20 th CENTURY	21 st CENTURY
TEACHER CENTERED	STUDENT CENTERED
•Focus on teaching efficiency.....	Student centered learning
•Broadcast teaching.....	Differentiated instruction, personalized learning
•Passive learning.....	Active, engaged learning
•Rudimentary math + English skills.....	'Deeper Learning'
•Academics.....	'Specials' + academics
•Content knowledge.....	Content knowledge + PoG, essential skills
•Content is abstracted.....	Real application
•Teacher is holder of knowledge.....	Teacher is guide
•Teacher teaches alone.....	Teaming, co-teaching, collaboration
•Students learn alone.....	Small group collaboration
•Subjects taught separately.....	Interdisciplinary learning
•Mostly direct instruction, lecture + papers.....	Project-based learning
•.....	DEI, Diversity, Equity, Inclusion

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Measures of Success

HOW DO WE KNOW WE ARE DOING THE RIGHT THING?

- Standardized testing
- Course failure rates
- Attendance rates
- Graduation rates
- Student behavior
- Parent involvement
- College/post-secondary admission
- College/post-secondary graduation
- Others?

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Measures of Success: Student Talk

5

HOW DO WE KNOW WE ARE DOING THE RIGHT THING?

What do students want to talk about when they get home from school?

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Creating Innovators

6

Tony Wagner

Creating Innovators



“When a student can learn everything they need to know from the internet, the curriculum is no longer important. The school experience is.”

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6

Creating Innovators

Tony Wagner

Creating Innovators



"What you know is not important.
What you do is."

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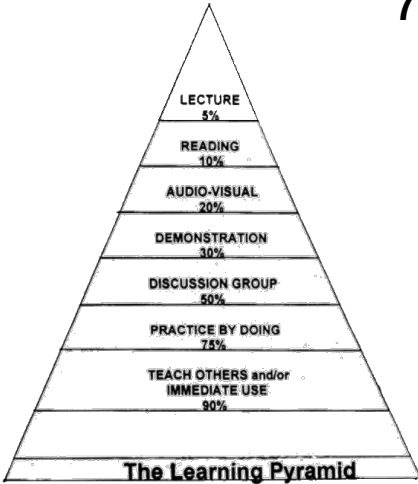
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Learning Pyramid

Rate of retention of different modes of learning

ACTIVE LEARNING + RESPONSIBILITY CREATES MORE RETENTION THAN PASSIVE LEARNING



Learning Mode	Retention Rate
LECTURE	5%
READING	10%
AUDIO-VISUAL	20%
DEMONSTRATION	30%
DISCUSSION GROUP	50%
PRACTICE BY DOING	75%
TEACH OTHERS and/or IMMEDIATE USE	90%

The Learning Pyramid

Franklin Public SchoolsNTL Institute for Applied Behavioral Science

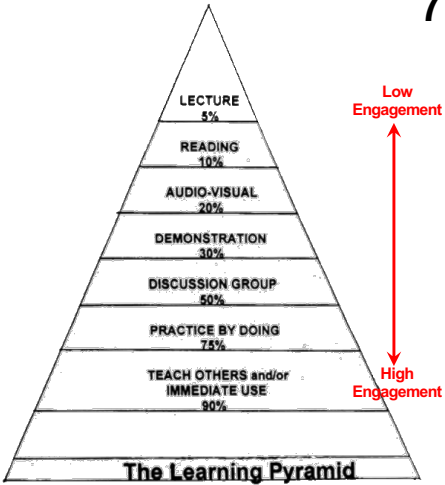
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Learning Pyramid

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The Learning Pyramid

Franklin Public SchoolsNTL Institute for Applied Behavioral Science

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8a

School Organization Can Improve Learning

THEMATIC (MAGNET) LEARNING


Sustainable Living Elementary School, Burlington, VT

Very relevant in 2012
More relevant today



Integrated Arts Elementary School, Burlington, VT

Core learning goes up when arts are integrated in core classrooms, especially for English language learners



"Give me a classroom big enough to dance in."

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8a

School Organization Can Improve Learning

THEMATIC (MAGNET) LEARNING

Sustainable Living Elementary School, Burlington, VT
Integrated Arts Elementary School, Burlington, VT

IMMEDIATE IMPACT

- Charter + private school students returned to the district to attend these thematic (magnet) schools
- Before almost 100% of the higher income families in the attendance area applied for variances into the other 4 schools; now almost none do

10 YEAR IMPACT

- MS teacher comments:
 - “Its obvious which students come from the magnet schools as they are so comfortable speaking up and being leaders
 - They keep me on my toes as I cannot just teach the way I used to; they expect more than traditional teaching.”

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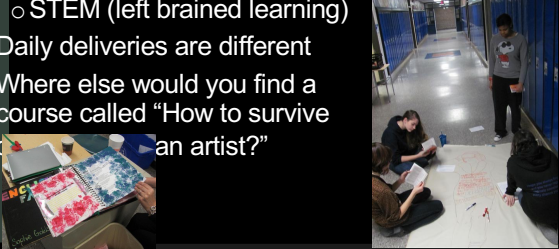
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8a

School Organization Can Improve Learning

THEMATIC LEARNING

- Franklin HS, Franklin, MA
 - 1700 students
 - Within the departmental HS are thematic Small Learning Communities (SLCs)
 - Integrated Arts (right brained learning)
 - STEM (left brained learning)
 - Daily deliveries are different
 - Where else would you find a course called “How to survive an artist?”



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8b

School Organization Can Improve Learning

TEACHER TEAMING

- HIGH SCHOOL
 - 1200 students
 - Shifted Grades 9 + 10 from departmental organization to four-teacher teams (ELA, math, social studies, science)
 - Course failure rate dropped by 50% w/i 18 months
 - “We know our students better. Teachers who share the same students talk to each other + share knowledge about the students. This leads to early interventions, and our success.” -School Principal

Franklin Public Schools Oxford Hills Comprehensive HS, S Paris, ME
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9a

Building Relationships

MAGIC OF 150

Dunbar's Number

The theoretical cognitive limit to the number of people with whom one can maintain stable social relationships. These are relationships in which an individual knows who each person is, and how each person relates to every other person.

150 is really 100 to 225

GOOGLE THE “MAGIC OF 150”


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Building Relationships: Multi-Age 9b

MONTESSORI SCHOOLS (PUBLIC)

- Three-year multi-age groupings (K-2, 3-5 and variations)
 - Same teacher three years
 - Each year 1/3 move up
 - In a 6-to-8-year elementary sequence each child has 2 to 3 teachers
 - Oldest students are ambassadors, teach younger students
 - Then they become the younger students




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Building Relationships: Multi-Age + Looping 9c

EAST LYME MS, EAST LYME, CT



900 students
Grades 5-8

- Single Grade w/ Looping
- Multi-age
- Grade-level

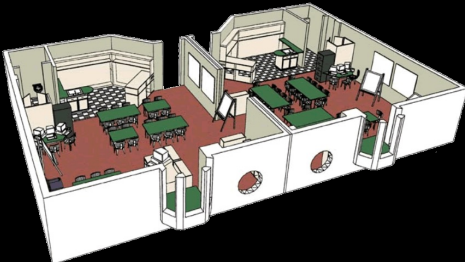
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Building Relationships: Core Teacher Teaming 9d

BLUE POINT ELEMENTARY SCHOOL, Scarborough, ME

K-2 MULTI-AGE CLASSROOMS



"How can we teach children collaboration if every adult they see in the building is working alone?"

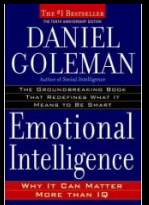
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Social/ Emotional Learning 10

SUCCESS IN LIFE

Emotional Intelligences



“85% of success is based on your EQ, not your IQ”

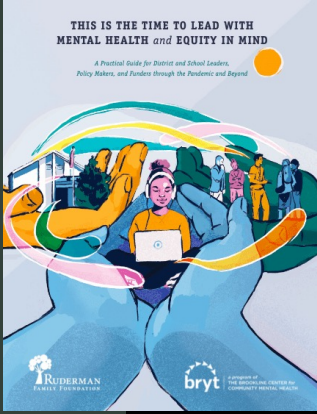

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10

Social/ Emotional Learning

SUCCESS IN SCHOOL + LIFE

- Dept Elementary + Secondary Education
- MTSS Multi-Tiered Systems of Support
- BYRT Bridge for Resilient Youth in Transition classroom
- Collaborative for Social Emotional Learning framework
- A4LE Trauma Informed School Design

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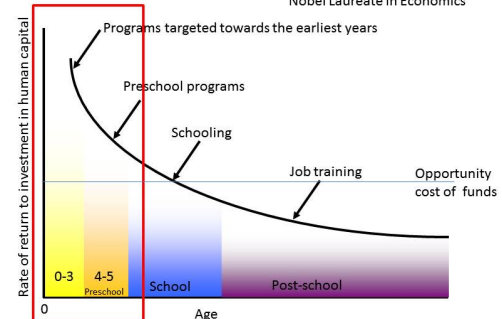
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11

Social/ Emotional Learning

PRESCHOOL PROGRAMS

We have the greatest impact on the trajectory of student lives during the preschool years. James Heckman, University of Chicago Nobel Laureate in Economics




Return to an Extra Dollar Investment at Various Ages ¹

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12a

Interdisciplinary: STEM/ STEAM






STEM Program, Newton North High School, Frank Locker Educational Planning




High Tech Elementary, San Remo, CA

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12b

Interdisciplinary: Core Learning

OXFORD HILLS COMPREHENSIVE HS, S. PARIS, ME

- HUMEX
 - Four teachers (ELA, math, social studies, science) created HUMEX (Human Experience)
 - 4 teachers synchronous, 100 students
 - Sequential PBL projects all year
 - Students needing teacher help sought the teacher they felt most comfortable with, not the one credentialed in the curriculum area
- TEACHER TEAMING
 - 1200 students
 - Shifted from departmental organization to four-teacher teams (ELA, math, social studies, science)
 - Course failure rate dropped by 50% w/i 18 months

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Interdisciplinary: Arts + Academics

HIGH TECH HIGH, SAN DIEGO, CA

12c

Art teacher co-teaches with ELA teacher



Storyboards not papers

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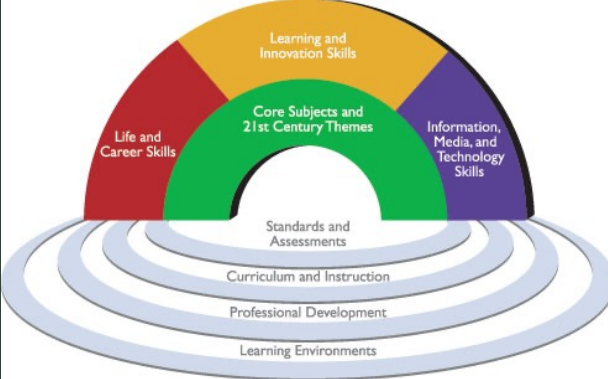
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21st Century Skills

PARTNERSHIP FOR 21ST CENTURY LEARNING

13



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21st Century Skills

PARTNERSHIP FOR 21ST CENTURY LEARNING

THE FOUR 'Cs'

13



- Creativity + innovation
- Critical thinking + problem solving
- Communication
- Collaboration

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Project-Based Learning

Africa Discovery


MANCHESTER, MA, MEMORIAL SCHOOL

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21st Century Skills in Action: Manchester Memorial School, Gr. 6

A social studies unit on Africa was used to teach global awareness, technology skills, music and art at this Manchester-Essex school. Each student chose an African country to study in depth, did their research online, created their final projects using Powerpoint and presented them using SMART Boards. While this project was ongoing, students discussed and constructed African masks in art class, and learned about and practiced African drumming in Music class. More on this program: <http://www.doe.mass.edu/edtech/practices/manchester/intro.htm>.

21st century skills used in this project: global awareness, creativity, technology, collaboration, communication, problem solving



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Massachusetts Department of Education 21st Century Skills Task Force

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Project Based Learning

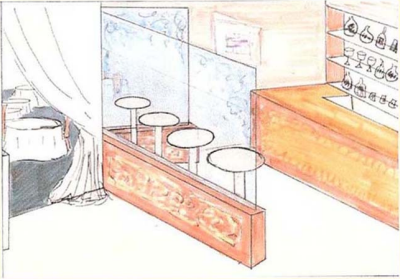
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CAFE PAREIEN, ARLINGTON, MA, HIGH SCHOOL

21st Century Skills in Action: Arlington High School, Gr. 11

Honors French students were divided into small groups and asked to **create a restaurant in France**. Students used the Internet to research real estate listings, learned about the Euro to consider price options, selected a financial planning method based on interest rates and incentive programs, and used professional software to create a business and marketing plan aimed at their target clientele. Once the plans were complete students developed and priced their menus, sketched out the interior design and used architectural software to lay out the furniture. The project ended with oral presentations done in both English and French. Local restaurant designers and architects were invited in to hear the English presentations. The project lasted the entire year, and was conducted entirely in French. More on this project: <http://www.doe.mass.edu/edtech/practices/arl/intro.htm>.

21st century skills used in this project: technology; collaboration; global awareness; media literacy; creativity; financial, economic, business and entrepreneurial literacy.



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Project Based Learning

14

CAFE PAREIEN, ARLINGTON, MA, HIGH SCHOOL

PROJECT REQUIREMENTS

- Business plan
- Real estate analysis (in Paris)
- Café name
- Café space design
- Café menu design
- Nutrition analysis
- Set prices for menu (Euros)
- Correlation of location-market demographics-menu-space design
- Speak French
- Outside experts
- Talk to students in France
- Location mapping
- Business plan spreadsheets
- Menu graphics
- Model of design
- Presentation to “jury”

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Locker Arlington HS 11th Grade French Class

38

Project Based Learning

14

CAFE PAREIEN, ARLINGTON, MA, HIGH SCHOOL



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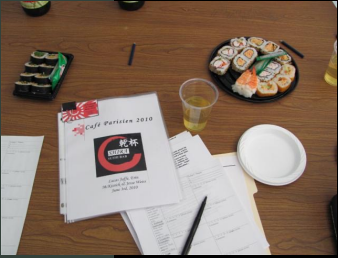
Locker Arlington HS 11th Grade French Class

39

Project Based Learning

14

CAFE PAREIEN, ARLINGTON, MA, HIGH SCHOOL



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Locker Arlington HS 11th Grade French Class

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Design Thinking
Making Things to Learn
BRIGHTWORKS SCHOOL, San Francisco, CA



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Design Thinking
Making Things to Learn
BRIGHTWORKS SCHOOL, San Francisco, CA



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Design Thinking
Making Things to Learn
NU VU STUDIO, Cambridge, MA



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Design Thinking
Making Things to Learn
NU VU STUDIO, Cambridge, MA



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Design Thinking
Making Things to Learn
NU VU STUDIO, Cambridge, MA

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Kate Reed, Artist in Residence, Dessault Systems

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Break

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Facilities Part 2

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20th Century Schools Planning

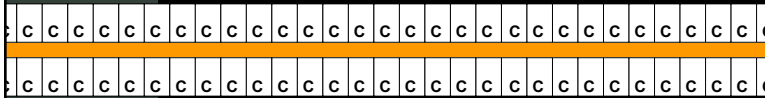


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20th Century Schools Planning



DISJOINTED CURRICULUM
DELIVERED BY INDIVIDUAL
TEACHERS IN ISOLATED
SETTINGS

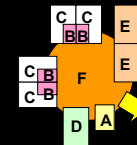
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21st Century Schools Planning

1



INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

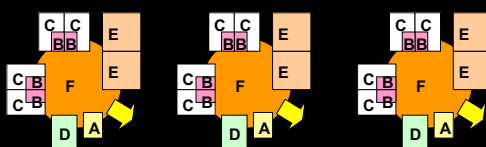
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21st Century Schools Planning

1



INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
RELATIONSHIP-BASED
SETTINGS

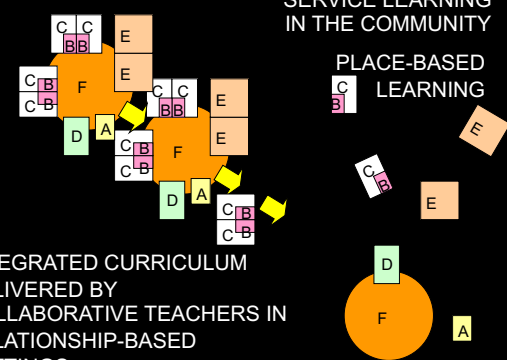
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21st Century Schools Planning

1



INTERNSHIPS +
SERVICE LEARNING
IN THE COMMUNITY

PLACE-BASED
LEARNING

C B E
D A

INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
RELATIONSHIP-BASED
SETTINGS

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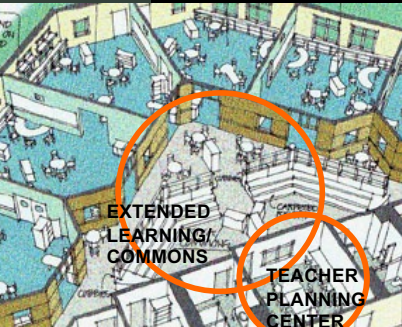
52

Small Learning Communities

2

OLD TOWN ELEMENTARY SCHOOL, Old Town ME

- Teacher Collaboration
- Community of Learners
- Authentic Assessments



Old Town Elementary School

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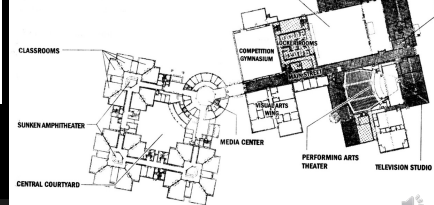

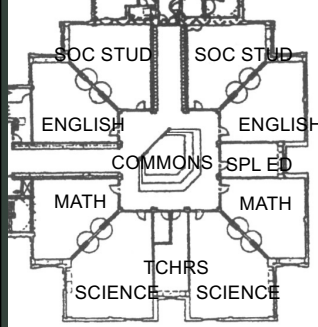
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Small Learning Communities

2

IPSWICH MS/HS, Ipswich, MA



STEPS NOT ADA COMPLIANT

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Flansburgh Associates Architects

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Extended Learning Areas

MAKE LEARNING FLEXIBLE

3

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Extended Learning Areas

LEARNING IS A SOCIAL ACTIVITY

3

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Safety + Security in 20th Century Schools

4

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- NO ENTRY PROTECTION
- NO OBSERVATION OF CORRIDORS
- LOCKDOWN BY CLASSROOM
- NO ESCAPE

57

(21st Century Schools)

(1)

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INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

58

4

Safety + Security in 21st Century Schools

- VISTA OVER ENTRY + SITE
- CONTROLLED ENTRY: GATEKEEPER
- OBSERVATION OF CORRIDORS
- LOCKDOWN BY SUITES OF SPACES
- PLANNED ESCAPE ROUTES

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5a

School Organization Can Improve Learning

FACTS OF LIFE ABOUT SCHOOL OPERATIONS

- Larger buildings **cost less** \$/student to operate
- Larger buildings offer **services more consistently + equitably**
- More grade levels/building offer more **continuity for students** (fewer transitions) + more **convenience for parents**
- More classrooms/grade level offer teachers more **opportunities to collaborate with, teach + learn from peers**
- Smaller buildings sometimes feel better, but big buildings can **feel small if designed correctly**

Small ES = <450 students

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5b

School Organization Can Improve Learning

GRADE GROUPING STRATEGIES

GRADE GROUPINGS IN USA	CONSIDERATIONS
1. K-5 / 6-8 / 9-12	1. Curriculum continuity
• PK / K-5 / 6-8 / 9-12	2. Teacher certifications
2. K-2 / 3-5 / 6-8 / 9-12	3. State testing
• PK / K-2 / 3-5 / 6-8 / 9-12	4. Number of transitions
3. K-3 / 4-5 / 6-8 / 9-12	5. Knowing of students by teachers + specialists
• PK / K-3 / 4-5 / 6-8 / 9-12	6. School enrollment size
4. K-4 / 5-8 / 9-12	– Critical mass of teachers + specialists
• PK / K-4 / 5-8 / 9-12	– Operational costs
5. K-6 / 7-8 / 9-12	– Educational effectiveness
• PK / K-6 / 7-8 / 9-12	– Equity
6. K-8 / 9-12	7. Available facilities
• PK / K-8 / 9-12	8. Siblings helping each other
7. K-6 / 7-12	9. Convenience for parents
• PK / K-6 / 7-12	
8. PK-12	
9. 3-8	

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5c

School Organization Can Improve Learning

TEACHER AUTONOMY

2200 students, 18 Small Learning Communities, teacher autonomy in each

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5c

School Organization Can Improve Learning

TEACHER AUTONOMY

The 2014 Educational Visioning led to educational practice changes and concepts for the new building.

- Teacher teams
- Teacher autonomy for schedules + room use
- Bell schedule eliminated



After one year in the building:

- Performance up one letter full letter grade
- Gifted students from a C to an A
- Lowest 20% in achievement increased from a D to a C
- Gap Closing: highest score ever, from an F to a B**
 - (Each following year showed incremental improvements)

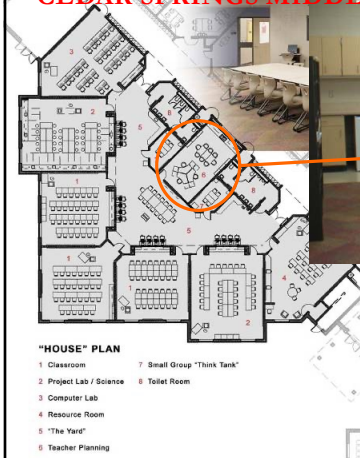
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7


Teacher Planning Centers

CEDAR SPRINGS MIDDLE SCHOOL, Cedar Springs, MI



"HOUSE" PLAN

1 Classroom	7 Small Group "Think Tank"
2 Project Lab / Science	8 Toilet Room
3 Computer Lab	
4 Resource Room	
5 "The Yard"	
6 Teacher Planning	

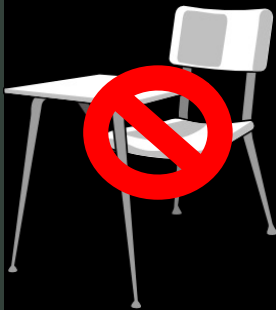



Fran Locker DeJong Educational Planners
BetaDesign Architects
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8

Flexible, Varied, Brain-based Furniture

VS America

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Flexible, Varied, Brain-based Furniture

STAND UP DESKS



Safco AlphaBetter

Fran Locker Educational Planner/Fanning/Howey Architects Engineers
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Flexible, Varied, Brain-based Furniture

DIFFERENTIATED FURNITURE



Avante Global School, Cartagena, Colombia. Primary Suite

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9

End of the Library as We Know it Today

VICTORIA, AUSTRALIA MINISTRY EDUCATION



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9

End of the Library as We Know it Today

CONCORD, NH ELEMENTARY SCHOOLS



HMFH Architects

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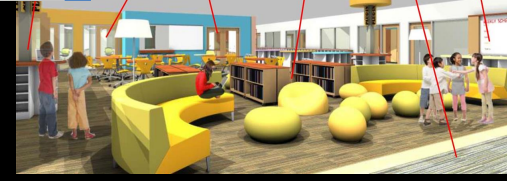
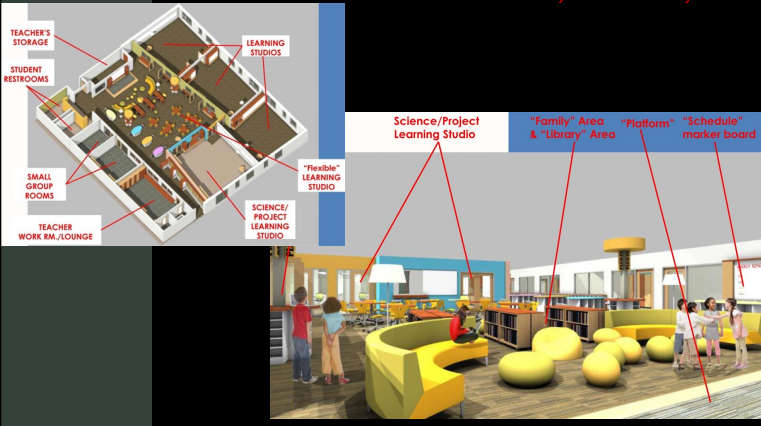
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9

End of the Library as We Know it Today

WEST MUSKINGUM ELEMENTARY SCHOOL, Zanesville, OH



Science/Project Learning Studio

"Family" Area & "Library" Area

"Platform" "Schedule" marker board

TEACHER'S STORAGE

STUDENT RESTROOMS

SMALL GROUP ROOMS

TEACHER WORK RM./LOUNGE

LEARNING STUDIOS

"flexible" LEARNING STUDIO

SCIENCE/PROJECT LEARNING STUDIO

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End of the Cafeteria as We Know it Today



Glacier High School, Kalispell, MT
CTA Architects



Fairfield, OH Freshman School
SHP Leading Design Architects

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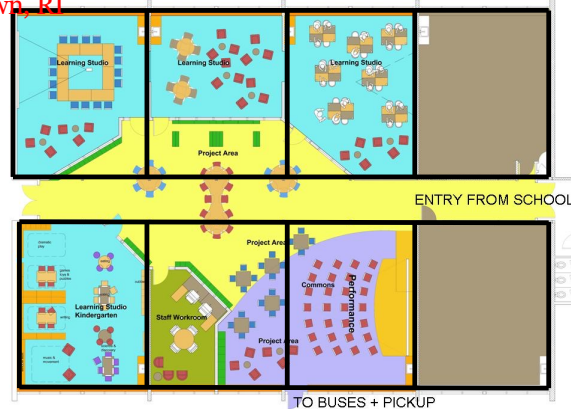
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11

The End of Isolated Teaching

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL,
Middletown, RI

Teacher
Teams,
Multi-Age,
Flexible
Student
Groups



ENTRY FROM SCHOOL

TO BUSES + PICKUP

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11

The End of Isolated Teaching

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL,
Middletown, RI



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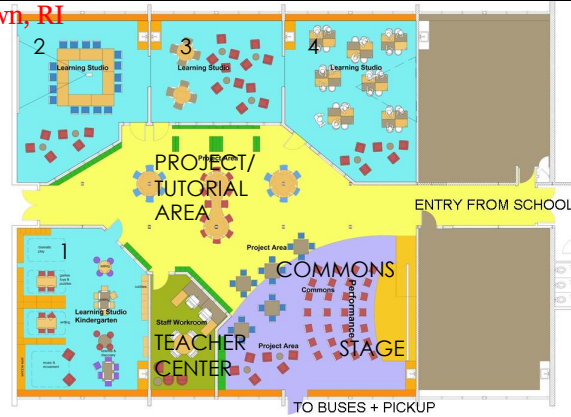
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11

The End of Isolated Teaching

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL,
Middletown, RI

4 Core
Teachers +
2 Spl Ed
Teachers +
Specialists
with
85 Students



ENTRY FROM SCHOOL

TO BUSES + PICKUP

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The End of Isolated Teaching

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL,
Middletown, RI

Teacher Teams,
Multi-Age,
Flexible
Student Groups




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The End of Isolated Teaching

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL,
Middletown, RI



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The End of Isolated Teaching

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL,
Middletown, RI



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End of the Classroom as We Know it Today

WOORANNA PARK PRIMARY SCHOOL, Melbourne, AU

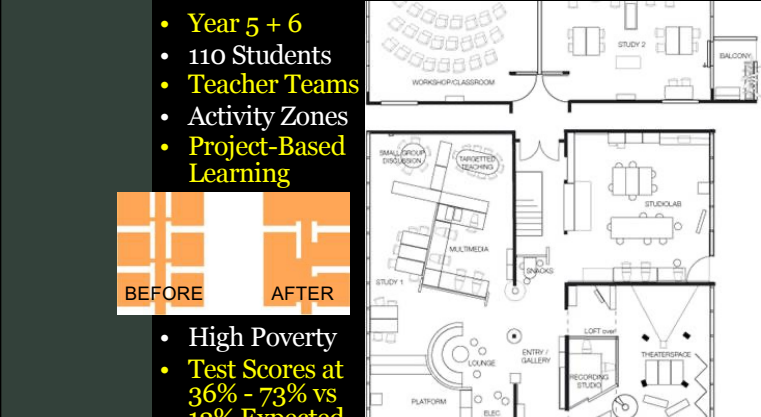
- Year 5 + 6
- 110 Students
- Teacher Teams
- Activity Zones
- Project-Based Learning

BEFORE

AFTER

- High Poverty
- Test Scores at 36% - 73% vs 12% Expected per Student

Family Occupation



Mary Featherston Designer

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End of the Classroom as We Know it Today12a

WOORANNA PARK PRIMARY SCHOOL, Melbourne, AU



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End of the Classroom as We Know it Today12b

CENTER FOR INNOVATIVE STUDIES, Milan, MI



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End of the Classroom as We Know it Today12b

CENTER FOR INNOVATIVE STUDIES, Milan, MI



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